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By-Dales, Ruth J.; Buis, Anne G.

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Florida State Univ., Tallahassee. School of Home Economics.

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A 3 week institute was held at Florida State University to study and interpret the curriculum guide, "Child Care and Guidance", which was designed to prepare teachers to be teaching assistants in child care centers. The 40 participants from 34 states represented 2-and 4-year colleges, area vocational-technical schools, high schools, and administrators at the state level. Analysis of evaluation reports returned by participants 6 months after the institute are categorized in the document according to junior college, 4-year college, day care and welfare, area vocational-technical schools, high schools and administration. Reported activities include: (1) sharing information and materials with colleagues, community, and professional groups, (2) organizing and establishing programs, (3) inservice training, (4) establishing advisory groups, (5) serving as consultants for educational facilities and community child care programs, (6) preparing certification curriculum, (7) conducting surveys, and (8) acting as a catalyst to inform and impress state leaders with the need and urgency for post-high school programs. A bibliography of books, pamphlets, periodicals, films, records, songs and supplementary information on child care curriculum, facilities, nursery school operation, details for conducting the institute and lists of participants and consultants are included.

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FINAL REPORT
Project No. 7-0382
Grant No. OEG-2-7-070382-2952

DEVELOPMENT OF POST-HIGH SCHOOL WAGE-EARNING PROGRAMS IN HOME ECONOMICS EDUCATION UTILIZING THE RESOURCE GUIDE CARE AND GUIDANCE OF CHILDREN

June 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

Ruth J. Dales
Dept. Home and Family Life

Anne G. Buis
Dept. Home Economics Education

School of Home Economics
Florida State University
Tallahassee, Florida

June 1968

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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SUMMARY

A three-weeks Institute was held at The Florida State University to study and interpret a recently developed guide for post-high school curriculum in the area of child development. A selected group of forty participants attended from July 5-28, 1967. These home economists came from 34 states and were representative of both four and two-year college programs, area vocational-technical schools, high schools, or were administrators at the state level. The focus was on curriculum which had been outlined in the guide, "Child Care and Guidance" to develop students who would be employable as assistant teachers in child care centers. Through discussion, lectures, multi-sensory aids, and field trips, many specific areas were covered.

In order to determine the effectiveness of the Institute, each participant was asked to return an evaluation six months later. It was noted that each had been most active as a result of the Institute. Activities ranged from writing two-year curriculum for specific schools, planning facilities and child laboratories in junior colleges, forming community advisory committees, speaking at local civic groups or at state conferences, developing visual materials and serving as consultants.

INTRODUCTION

Purpose

The purpose of the Institute was threefold:

a. To provide assistance for those persons responsible for curriculum in the child development area at the post-high school level. Such persons were heads of home economics or child development teachers in post-high school institutions, and home economics supervisors and teacher educators who were already working or planned to be working with junior college or technical institute personnel on curriculum development.

b. To help such persons make use of a recent resource guide. This guide was developed by child development specialists at Pennsylvania State University under a grant with the U.S. Office of Education.*

c. To follow those individuals who participated in the Institute in order to evaluate the effectiveness of the training.

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*"Child Care And Guidance, A Suggested Post High School Curriculum". May be purchased for forty cents from Superintendent of Documents, Catalog No. FS 5.287:87021. U.S. Government Printing Office, Washington, D.C. 1967.

Need

The growth in the population of children under six years of age, and more women in the labor force has increased the number of children's centers (day care, public and private nurseries, kindergartens). Federal programs such as Head Start have emphasized the need for young children to have organized group experiences before entering first grade. With more children attending preschool programs, there is a lack of personnel to assist the trained teachers or supervisors. An increasing number of opportunities are available for trained assistants to work under supervision in preschool centers. Young women who have completed high school could, with post-high school training, be employable in such children's centers as assistant teachers.

In planning curriculum, personnel in junior colleges and technical institutes have been making provisions for the inclusion of child development. Persons responsible for the curriculum have felt the need for assistance in such specific areas as: what subject matter to include, how to plan for laboratory facilities, and what equipment is essential.

Child development curriculum is usually included in a four-year college program in home economics and is one of the majors offered in many degree granting institutions. Thus, college instructional personnel in home economics who are child development specialists have served as consultants for many years with programs centered on young children. A group of such specialists were asked to serve as consultants, meeting together at Pennsylvania State University in order to plan the resource guide "Child Care and Guidance". Others included on this advisory committee were specialists at the national level in child welfare, day care services, and in home economics education. The "Director" of this present grant served as one of the consultants as the representative of colleges and universities, therefore, she was in a unique position to assist those planning for such programs at the post-high school level.

Significance

Since the Institute was planned with representation from various levels of experience and from all parts of the country, it was felt that it would have widespread impact. Also, interpretation of the child development guide was important. Those attending the Institute had access to it and could in turn interpret it to administrators. It was planned hopefully in turn that those attending the Institute might have wider understanding of the problems facing post-high school personnel in understanding the need for better training for wage-earning as teachers' assistants in preschool centers. As an end result, the children attending such centers should receive better care and guidance as future citizens.

PROCEDURE

Participants

The selection of those who would be the participants in the Institute was undertaken as follows:

1. Letters were sent to all state supervisors of home economics education requesting the names of heads of home economics departments in junior colleges and technical institutes within their states, or persons in those institutions responsible for developing curricula in the child development area or teaching in the area.
2. Letters were then sent to the names received inviting them to make application to attend the Institute or to designate a person to attend who met the following criteria:
    a. is responsible for initiating or is teaching child development curriculum on the post-high school level, or,
    b. within the near future will be responsible for initiating a program
    or
    c. is now offering a curriculum or is teaching in the area and would like assistance
    d. has had background undergraduate study in child development and, if teaching has had graduate study in the area
3. From these applications, 40 individuals were selected from 34 states. A number of states had no applicants although numerous contacts were made to state administrators in order to secure wide response.

A description of the participants by age revealed that they ranged from 29 to 65 years of age with a mean age of 47. A total of 29 held Master's degrees, one had a doctoral degree, and the other ten held a four-year college degree. A list of those who attended the Institute with addresses is in the report.

There were ten who were employed by State Departments of Education as Home Economics Supervisors or Assistant Supervisors. There were nine who taught in junior colleges, and four who taught in four-year colleges. Two were employed by State Departments of Public Welfare, and one was a graduate student working towards a master's degree who has now accepted a junior college position. There were seven employed in vocational-technical schools and seven were planning to be utilized in new positions in the child development field. Some of the participants had recent training or education in the child development area whereas others were lacking in recent background but anxious to obtain up-to-date material. A few were already directly involved with child development in post-high school wage-earning whereas others anticipated involvement in the near future. Therefore, all participants were motivated to obtain further knowledge to assist them with their own positions of leadership.

The participants were housed together at Osceola Hall, an off-campus center and brought by bus to the Home Economics Building. This hall was within walking distance of a shopping area and numerous restaurants, was air-conditioned and had a swimming pool. It was felt that the homogeneity of the group was important and their housing assisted in the individuals becoming a group very early. Each participant had a single room and shared a bath with only one other participant. Four husbands accompanied their wives and two sets of adolescents accompanied their mothers.

In the Appendix are a number of directives that assisted in making the participants more comfortable. Pre-planning by the directors played an important part in undertaking the Institute in order that all members could devote full time to the daily schedule and not become concerned with small details. Anticipation of needs were met before such needs arose if at all possible.

The Daily Schedule

A detailed program has been included in this report. This program was planned in advance, with some allowance for change during the last week. Consultants were interspersed in order to vary the program. The first weekend was planned especially for social gatherings and gave a chance to meet many of the on-campus consultants as well as for the speakers to know the group better. Through out the Institute, contact with each participant was one of the important factors, for all had valuable knowledge to share with others.

A library was set aside in the building and special time for reading and checking books in and out was planned. Some participants felt more time could have been used in this library but there was not time available.

A large room was used in the building as the Institute room, equipped with movable tables and chairs, and with a loudspeaker. The participants were encouraged to become acquainted with each other early. The schedule was planned to include speakers, discussion groups, visual aids and informal questions.

One of the main purposes was to interpret the Guide, therefore, certain portions of the schedule were centered on topics in the Guide. Some consultants were asked to speak on special topics pertinent to the Guide. Some topics were actual child development content material as the directors felt this was needed. Since the background of the participants was varied, it was necessary to plan some content suitable for all.

Daily Requirements

Each participant was asked to write out in duplicate a daily summary sheet. One copy was turned in, and the other retained by each woman. The two headings on the sheet were "This I learned today" and "This I can do when I go home". These sheets were helpful as an over-all view of evaluating the content of the Institute and were reminders months later when evaluations were written.

Content of Report

This report was planned to aid those who might in the future need assistance with junior college curriculum that included the child development area. Therefore, details of the Institute have been included for those who might find such materials helpful. Requests have been received for such details from many who did not attend the Institute. In the Appendix are pertinent materials that were given to the participants by many of the consultants or speakers.

The report may be useful to assist those planning an Institute in the future in order to incorporate specific content. Discussion groups, workshops or advisory committees may focus on certain aspects and thus incorporate the ideas found here for on-going next steps.

Each state receiving this report may wish to use the person who participated in this Institute as a resource person. Many states have already done so. The participants are key persons, knowledgeable in this area and are good sources of leadership in this field.

Consultants and Speakers

Out of State

Dr. Margaret Alexander, Specialist
Home Economics Education
U.S. Office of Education, Division of
Vocational and Technical Education
Washington, D.C.

Mrs. Jean Emerson
Chairman, Nursery Education Division
State University of New York
Cobleskill, New York

Miss Gertrude Hoffman, Specialist on
Day Care Services, Children's Bureau
Dept. Health, Education, Welfare
Washington, D.C.

Dr. Queenie Mills
Head, Dept. Child Development
University of Illinois
Urbana, Illinois

In State of Florida

Miss Ruth Jefferson
Director of Pinellas County License Board
St. Petersburg, Florida

Dr. Carl Proehl
Asst. State Sup't and Director of Vocational Education
State Dept. of Education
Tallahassee, Florida

Miss Frances Champion
Supervisor Home Economics Education
State Dept. of Education
Tallahassee, Florida

Consultants and Speakers (cont.)

Florida State University

SCHOOL OF HOME ECONOMICS:
Dr. Hortense Glenn, Dean , School of Home Economics
Dr. James Walters, Head of Dept. Home and Family Life
Graduate Doctoral Students
Mrs. Valerie Chamberlain
Mrs. Jane Otwell Rhoden
Mrs. Beverly Schmalzried
Mr. K. Francis King
Mr. Millard Bienvenu

COLLEGE OF EDUCATION:
Dr. Ray Schultz, Professor of Higher Education, Junior College Curriculum
Mrs. Frances Walters, Instructor Early Childhood Education
Dr. Nancy Douglas, Associate Professor Early Childhood Education
Mrs. Dora Skipper, Professor Emeritus Early Childhood Education

HUMAN DEVELOPMENT INSTITUTE:
Dr. Ralph Witherspoon, Director
Miss Susie Whitener, Nursery School Instructor

SCHOOL OF MUSIC:
Dr. Gene Simons, Assistant Professor

SCHOOL OF LIBRARY SCIENCE:
Mrs. Sara Srygley, Professor

EDUCATIONAL TELEVISION
Mrs. Nancy Benda

Dr. Ruth J. Dales, Professor
Department of Home and Family Life
Director of Institute

Dr. Anne G. Buis, Professor and Head
Department Home Economics Education
Co-Director of Institute

INSTITUTE PARTICIPANTS AT FLORIDA STATE UNIVERSITY
POST HIGH-SCHOOL CHILD DEVELOPMENT

STATE	POSITION AND BUSINESS ADDRESS	HOME ADDRESS
Arizona		
Farone, Lois, Mrs.	Chairman Home Ec. Dept. Phoenix College 1202 W. Thomas Rd Phoenix, Ariz. 85013	3413 N. 16th Dr. Phoenix, Ariz. 85015
California		
Johnston, Velma, Mrs.	Consultant Home Econ. Educ - Jr. Colleges State Dept of Educ, Sacramento, Calif. 95814	2542 Knightwood Way, Rancho Cordova, Calif. 95670
Lenahan, Antoinette, Mrs.	Dir. Nursery School Chairman Nursery School Assistant Program Merritt College 4715 Grove Street Oakland, Calif. 94610	3725 Kinwood Ave. Oakland, Calif. 94602
Colorado		
Meskimen, Betty, Mrs.	Sup. Adult Homemaking State Board for Community Colleges and Occupational Ed., 207 State Services Bldg., Denver, Colorado	3131 8th Boulder, Colo. 80302
Connecticut		
Harrison, Grace, Mrs.	Consultant, Home & Family Program for Adults State Dept of Educ, P.O. Box 2219, Hartford, Conn.	27 Meadow Lane Manchester, Conn. 06040
District of Columbia		
Reed, Elsie, Mrs.	Home Econ. Vocational Teacher, Burdick Voc. High School, 6101 5th St. N. W. Washington, D. C.	6101 5th St. N.W. Washington, D. C. 20011
Florida		
Hughes, Joy C., Mrs.	Instructor, Home Econ. Pensacola Junior College Florida 32503	1319 E. De Sota St., Pensacola, Fla. 32501
Funderburk, Kathleen, Mrs.	Curriculum Spec. Home Econ Educ., State Dept of Educ., Tallahassee, Fla. 32302	344 Glenview Dr. Tallahassee, Fla. 32303
Georgia		
Rose, Irene B., Mrs.	Dept Chairman - Child Dev. Program, Clark Howell School 170 Tenth Street Atlanta, Georgia 30309	2133 Eldorado Dr. N. E., Atlanta Georgia 30327

Illinois		
Parrish, Phyllis, Mrs.	Ch. Home Ed. Dept. Joliet Township High School E., 1101 Mills Rd, Joliet Ill. 60433	1506 Marquette Rd Joliet, Ill. 60435
Iowa		
Brown, Dorothy, Mrs.	Instructor Home Econ. Ellsworth Jr. College Iowa Falls, Iowa 50126	416 N. Indiana Ave. Iowa Falls, Iowa 50126
Kansas		
Mastin, Mary H. Mrs.	Home Ec. Teacher & Dept Coordinator A.V.T.S. Teacher Wichita High School N. 1437 Rochester Wichita, Kansas 67203	1321 Tahoe Trail Wichita, Kansas 67203
Kentucky		
Goodrich, June, Miss	Hone Ec. Teacher-Coordinator, N. Ky. State Vocat. Tech. School, Covington, Kentucky	Rural Route 1 Ghent, Kentucky
Louisiana		
Robinson, Gwendolyn, Mrs.	Program Specialist State Dept of Educ. Home Econ. Sect. P. O. Box 44064 Baton Rouge, La. 70804	2574 - 79th Ave Baton Rouge, La. 70807
Maryland		
Conaway, Charlotte, Miss	Sup. of Home Ec. Ed. State Dept of Educ. 600 Wyndhurst Ave. Baltimore, Md.	Seven Warren Lodge Court, Cockeysville, Md. 21030
Massachusetts		
Cowardin, Marjorie, Mrs.	Instr. Child Dev. and Head of Homemaking Dept. David Hale Fanning Trade High School, 24 Chathan St, Worcester, Mass. 01608	43 E. Main St Southborough, Mass 01772 or Box 153
Minnesota		
Bathke, Mary, Mrs.	Coordinator Area Vocat. School, Rochester Evening College, Coffman Bldg, Rm 124, Rochester, Minn. 55901	3000 S. Broadway Rochester, Minn 55901
Mississippi		
Dicus, Marie, Mrs.	Home Ec. Instructor Northeast Jr. College Booneville, Miss. 38829	Highway 72 E. Corinth, Miss. 38834

Missouri		
Engle, Mary Elizabeth **Miss**	Assoc.Prof. Home Ec. Dir Child Dev. Cent., Central Mo. State College, Warrensburg, Mo. 64093	831 S. Maguire Warrensburg, Mo. 64093
Wilson, Elizabeth, Miss	Inst. Child Dev. and Child Dev. Lab. Northeast Mo. State College Kirksville, Mo	1107 E. Normal Kirksville, Mo. 63501
Nevada		
Hardy, Hazel, Mrs.	Asst. Prof, Child Dev. Univ Nevada, Reno, Nev.	2480 Dyer Way Reno, Nev. 89502
New Hampshire		
Rand, Elizabeth, Miss	Dir. Nursery School Assoc. Prof. Hone Econ. Univ. New Hampshire Durham, N.H. 03824	2 Garden Lane Durham, N.H. 03824
New Mexico		
Snapp, Bettie Lou, Mrs.	Home Ec. Consultant Tech.-Vocat. Inst. Albuquerque, N. Mexico 87103	Albuquerque Public School, P. O. Box 1927
New Jersey		
Daniel, Gertrude L., Miss	Coordinator of Adult Homemaking Ed., Board of Ed., Livingston School, 206 Delavan St., New Brunswick, N.J. 08902	Century Apts. 85 Easton Ave. New Brunswick, N.J. 08901
New York		
Mountain, Elizabeth, Mrs.	Chairman Home Ec. Educ. Dept., Copiague High School, 2650 Great Neck Rd., Copiague, N.Y. 11726	125 Gordon Ave. W. Babylon, N.Y. N.Y. 11704 Long Island
North Carolina		
Jones, Ruth, Mrs.	Consultant, Day Care for Community Colleges in N.C. 920 Kathryn St., Cary, N.C. 27511	920 Kathryn St. Cary, N.C. 27511
Oregon		
Mack, Marilyn	Master's Student, Child Dev., Family Life Dept. Oregon State Univ. Corvallis, Ore. 97331	799 1/2 Country Club Way, Corvallis, Ore. 97330
Pennsylvania		
Shay, Alyce, Mrs.	Home Ec. Supervisor State Dept of Educ. Media, Pa. 19081	504 Walnut Lane Swathmore, Pa. 19081
Rhode Island		
McCarthy, Anne Raleigh Dr.	State Sup., Hone Ec. Ed. State Dept. of Ed. Providence, R.I. 02906	20 Blackstone Blvd Providence, R. I. 02906

South Carolina		
Bronson, Frankie, Mrs.	Home Ec. Teacher Webber High School Eastover, S.C. 29044	Rt. 1, Box 148 Gadsden, S.C. 29052
Fennell, Eddye Pearle, Mrs.	Teacher, Child Dev. Dept. Chairman Jefferson High School Bath, S.C.	P.O.Box 338 Bath, S.C. 29816
Tennessee		
Adcock, Dorothy, Miss	Occupational Home Econ. Teacher in Child Dev. Fulton High School Knoxville, Tenn.	5503 Lakeshore Dr Knoxville, Tenn. 37920
Texas		
Dill, Lucile, Mrs.	Instructor Hone Econ. Lee College, Baytown Texas 77520	Box 54 Krosse, Texas 76653
Utah		
Ericksen, Aileen, Miss	Specialist Home Econ. Educ., State Board of Vocat & Tech. Educ., 136 E. S. Temple, Salt Lake City, Utah 84111	1036 Chevy Chase Dr., Salt Lake City, Utah 84117
Virginia		
Trainham, Eliza, Mrs.	Asst. State Sup. Home Ec. Ed., State Dept of Educ., Marshall, Va. 22115	Marshall, Va. 22115
Washington		
Haag, Cora, Mrs.	Instructor Child Dev. Clark College, 1800 E. McLoughlin, Vancouver, Wash.	Rt. L, Box 498 Battleground, Wash. 98604
McKnight, Audrey Mrs.	Coordinator Home & Family Life, Olympic Community College, 16th at Chester Bremerton, Wash. 89310	1804 Madrona Dr. Bremerton, Wash. 98310
Wisconsin		
Nickel, Christine, Miss	Chairman, Home Ec. Div. Madison Area Tech. College 211 N. Carroll St. Madison, Wis. 53703	315 So. Bassett St., Madison, Wis. 53703
Wyoming		
Noell, Marjorie, Mrs.	Day Care Consultant State Dept Public Welfare, Cheyenne, State Office Bldg. Wyom. 82001	3611 Bradley Cheyenne, Wyom. 82001

PROGRAM

* * *

NATIONAL SUMMER INSTITUTE

* * *

POST-HIGH SCHOOL WAGE-EARNING PROGRAMS IN HOME ECONOMICS EDUCATION UTILIZING THE RESOURCE GUIDE "CARE AND GUIDANCE OF CHILDREN"

* * *

FLORIDA STATE UNIVERSITY, TALLAHASSEE
JULY 5-28, 1967

ROOM 311, HOME ECONOMICS BUILDING

* * *

WEDNESDAY, JULY 5

9:00 A.M.	Opening Session: Dr. Ruth J. Dales, Director of Institute Greetings: Dr. Anne Buis, Co-Director of Institute Welcome: Dr. Hortense Glenn, Dean of School of Home Economics, FSU Welcome: Miss Frances Champion, State Supervisor of Home Economics, State Department of Education. Introduction of Participants and Graduate Assistants
9:30 A.M.	"Over-all View of the Guide." Dr. Margaret Alexander, Specialist, Home Economics Education, U.S. Office of Education, Washington, D.C.
10:20 A.M.	Break, Faculty Lounge
10:45 A.M.	How the Institute will be conducted: Dr. Ruth J. Dales. Review of Materials in Folders: Beverly Schmalzried, Graduate Assistant. Use of Library Materials: Jane Otwell, Graduate Assistant.
12:00 Noon	Lunch
1:30 P.M.	Welcome: Dr. Carl Proehl, State Director of Vocational Education.
2:00 P.M.	Use of Evaluation: Dr. Anne Buis
3:15 P.M.	Visit Curriculum Library, Room 219
4:30 P.M.	Departure

THURSDAY, JULY 6

9:00 A.M.	"Importance of Post-High School Education and Some Problems of Concern." Dr. Margaret Alexander.
10:20 A.M.	Break
10:45 A.M.	Discussion on Morning Topic

THURSDAY, JULY 6 Cont'd

12:00 Noon	Lunch
1:30 P.M.	Film "Little World," "Teacher's Aides," "Organizing Free Play," Discussion by Mrs. Schmalzried and Miss Otwell.
3:00 P.M.	Check Expense Vouchers with Dr. Dales Alternate with Library Study
4:30 P.M.	Departure

FRIDAY, JULY 7

9:00 A.M.	"Use of the Laboratory" Dr. Ruth J. Dales
10:20 A.M.	Break
10:45 A.M.	Film, "The Camera Visit," "Pathways Through Nursery School." Continued Presentation on "Observation and Participation in the Laboratory" Dr. Ruth J. Dales
12:00 Noon	Lunch
1:30 P.M. to 4:30 P.M.	Meet in Room 219 for groups in assigned car. Then go with group to visit various Nursery Schools and Kindergartens.
6:30 P.M.	Patio dinner at Osceola Hall to become acquainted with local consultants.

SATURDAY, JULY 8

Afternoon	Drive to Wakulla Springs Take boat trip and relax on beach
7:00 P.M.	Buffet dinner at Wakulla Lodge

MONDAY, JULY 10

9:00 A.M.	"Qualifications and Duties of Personnel Needed in Post-High School Program." Mrs. Jean Emerson, Chairman Nursery Education Division, State University of New York, Cobleskill, N.Y.
10:20 A.M.	Break
10:45 A.M.	Meet in special assigned discussion groups on this topic. Leaders: Velma Johnston, Annette Lenahan, Eliza Trainham.
12:00 Noon	Lunch
1:30 P.M.	"Admission and other Practical Problems" including slides shown of a Post-High School Program. Mrs. Jean Emerson.
4:30 P.M.	Departure

TUESDAY, JULY 11

9:00 A.M.	"Junior College Curriculum," Dr. Raymond Schultz, Professor of Higher Education, Florida State Univ.
10:00 A.M.	Break
10:30 A.M.	Continued discussion. Dr. Schultz.
12:00 Noon	Lunch

TUESDAY, JULY 11 Cont'd

1:30 P.M.	"The Developing Child." Dr. Ralph Witherspoon Director, Human Development Inst., Florida State Univ.
2:45 P.M.	Break
3:00 P.M.	Library Time, Room 219
4:30 P.M.	Departure

WEDNESDAY, JULY 12

8:30 A.M.	Visit specific assigned observation laboratories or work in library, Room 219.
11:00 A.M.	Films, Room 311, "Blocks, A Material for Creative Play," "Guiding Behavior." Discussion Leaders: Elizabeth Rand, Elizabeth Wilson.
12:15 Noon	Lunch
1:30 P.M.	"Use of Space and Equipment" Dr. Ruth Dales
3:00 P.M.	Break
3:15 P.M.	"Looking at Space and Equipment in Relation to the Child." Mr. K. King, Doctoral candidate in Dept. Home and Family Life.
4:30 P.M.	Departure

THURSDAY, JULY 13

9:00 A.M.	"The Day Care Program," Dr. Gertrude Hoffman, Children's Bureau, Washington, D.C.
10:20 A.M.	Break
10:45 A.M.	Continued presentation, Dr. Hoffman
12:00 Noon	Lunch
1:30 P.M.	Reaction Panel: Betty Meskimen, Marjorie Noell, Lois Farone, Aileen Ericksen
3:00 P.M.	Break
3:15 P.M.	Library or Consultation with Dr. Hoffman
4:30 P.M.	Departure

FRIDAY, JULY 14

9:00 A.M.	"Teaching Materials and Techniques" Dr. Buis "Using Educational TV" Nancy Benda
10:00 A.M.	Break
10:20 A.M.	Toy Exhibit Presentation: Audrey McKnight, June Goodrich
11:00 A.M.	Discussion on Laboratory Visits: Panel Members: Cora Haag, Elizabeth Mountain, Mary Bathke, Joy Hughes.
12:00 Noon	Lunch
1:00 P.M.	Films Reviewed: 1. "From Generation to Generation" Leader: Ruth Jones 2. "Adapting the Curriculum to Child" Leader: Marilyn Mack 3. "Educational Needs of Young Children" Leader: Grace Harrison 4. "Children Without" Leader: Bettie Lou Snapp

JULY 15 and 16

Weekend on own.

MONDAY, JULY 17

9:00 A.M.	"Working with the Community" Miss Ruth Jefferson, Director, Pinellas County License Board for Children's Centers, St. Petersburg, Florida.
10:20 A.M.	Break
10:45 A.M.	Panel and Discussion "Outside Experiences for Students," Elsie Reed, Charlotte Conaway, Alyce Shay, and Gertrude Daniel.
12:00 Noon	Lunch
1:30 P.M.	"Selection of Children for Child Development Center," Miss Jefferson
3:00 P.M.	Break
3:15 P.M.	Films, "Children of Change" and "Portrait of a Disadvantaged Child." Leaders: Dorothy Adcock, Marie Dicus.
4:30 P.M.	Departure

TUESDAY, JULY 18

9:00 A.M.	Music for Children." Dr. Gene Simons, Assistant Professor of Music, FSU
10:15 A.M.	Break
10:30 A.M.	"Mathematics and Science Experiences" Mrs Dora Skipper, Professor, Elementary Education, FSU
12:00 Noon	Lunch
1:30 P.M.	"Art Activities." Dr. Nancy Douglas, Assistant Professor, Human Development Institute, FSU.
3:00 P.M.	Break
3:15 P.M.	"Creative Experiences." Miss Otwell, Mrs. Schmalzried
4:30 P.M.	Departure

WEDNESDAY, JULY 19

9:00 A.M.	"Literature for Children," Mrs Sara Srygley, Associate Professor, Library School, FSU.
10:20 A.M.	Break
10:30 A.M. or	Small group discussion with Mrs. Srygley and then work in library
10:30 A.M.	Visit specific observation laboratory (assigned)
12:00 Noon	Lunch
1:30 P.M.	"What Recent Research Reveals." Dr. James Walters, Head of Department, Home and Family Life, FSU.
3:00 P.M.	Break
3:15 P.M.	Discussion, Dr. Walters
4:30 P.M.	Departure

THURSDAY, JULY 20

9:00 A.M.	"Teaching Materials and Techniques." Dr. Anne Buis and Mrs. Valerie Chamberlain, Instructor Home Economics Education, FSU.
10:20 A.M.	Break
10:45 A.M.	Continued Discussion on Materials
12:00 Noon	Lunch
1:30 P.M.	Continued Discussion
3:00 P.M.	Break
3:15 P.M.	Films, "Jamie, the Story of a Sibling" and "Who Cares About Jamie" Leaders of Discussion: Eddye Fennell, Ann McCarthy.
4:30 P.M.	Departure

FRIDAY, JULY 21

9:00 A.M.	"The New Philosophy in Child Development," Dr. Queenie Mills, Head of Department Child Development, University of Illinois
10:20 A.M.	Break
10:45 A.M.	Discussion with Dr. Mills
11:15 A.M.	Films, "A Special Place," and "A Chance from the Beginning." Leaders: Phyllis Parrish, Kathleen Funderburk
12:00 Noon	Lunch
1:45 P.M.	"Reading Readiness" Dr. Queenie Mills
3:15 P.M.	Break
3:30 P.M.	Faculty tea and tour of building
4:30 P.M.	Departure

SATURDAY, JULY 22

6:00 P.M.	Backyard picnic supper at homes of Dr. Buis and Dr. Dales (Group at each house for main course will have dessert at other house)

MONDAY, JULY 24

9:00 A.M.	"Working with Students in Classroom and Laboratory" Mrs. Frances Walters, Instructor in Early Childhood Education, FSU.
10:15 A.M.	Break
10:30 A.M.	Discussion and continuation of topic
12:00 Noon	Lunch
1:30 P.M.	"Planning Experiences for Children." Mrs. Walters
2:30 P.M.	Panel. Moderator: Mrs. Schmalzried, "Working with Students" Marjorie Cowardin, Hazel Hardy, Irene Rose.
4:30 P.M.	Departure.

TUESDAY, JULY 25

9:00 A.M.	A. Group Presentations. Materials about: 1. Infants and Toddlers. Christine Nickel, Leader 2. 3's and 4's. Lucile Dill, Leader 3. 5's. Frankie Bronson, Leader 4. School Age Children. Jeane Olson, Leader 5. Creative Activities, Mary Eliz. Engle, Leader 6. Facilities. Gwendolyn Robinson, Leader B. Sharing of Materials Brought by Participants
11:45 A.M.	Lunch
1:15 P.M.	Visit to Junior Museum
3:30 P.M.	Half group visit TV station "Miss Nancy's store"
4:30 P.M.	Departure
7:00 P.M.	Dessert party at Miss Frances Champion's Home

WEDNESDAY, JULY 26

9:00 A.M.	"Question and Answer Period on Areas not Covered" Dr. Ruth Dales and Dr. Ann Buis
11:15 A.M.	Evaluations: Dr. Buis
12:00 Noon	Lunch
1:30 P.M.	Films "Time of Their Lives" and "If These Were Your Children" Leaders: Frankie Bronson and Lucile Dill
3:30 P.M.	Half group visit TV station
4:30 P.M.	Departure

THURSDAY, JULY 27

9:00 A.M.	"My Next Step Plan" by all participants
11:30 A.M.	Special luncheon in Union
1:00 P.M.	Summary Panels on Guide. Panel 1: High School Group Panel 2: 4 Yr College Group
2:30 P.M.	Break
3:00 P.M.	Panel 3: Adult Vocational Group Panel 4: Vocational Technical Group
4:30 P.M.	Departure

FRIDAY, JULY 28

9:00 A.M.	Summary Panels on Guide. Panel 5: State Supervisory Group
10:00 A.M.	Break
10:30 A.M.	Panel 6: Two Year College Group
11:30 A.M.	Closing Session of Institute

CONTENT OF INSTITUTE

Some excerpts from the speakers or consultants are included here. Several are in detail since the speakers prepared them in advance. They are given in consecutive order as stated in the Program of the Institute. The Program is listed on pages 12-17.
Dr. Carl Proehl was one of the first speakers and his talk can be found in detail on pages 37-43.

Dr. Margaret Alexander discussed the "Importance of Post-High School Education and Some Problems of Concern." She stated:

"The purposes of home economics education today are two-fold. To prepare persons for homemaking and family living and also to prepare them for occupations using home economics knowledge and skills as a basis for gainful employment. We defined such occupational preparation as: "Vocational education in home economics directed toward gainful occupations involving knowledge and skills in home economics subject matter areas, i.e., child development, clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment, etc. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professional fields related to home economics in business, agencies and organizations; and other occupations directly related to one or more home economics subject matter areas."

In order to stimulate interest in the development of programs and the recruitment of trainees for work in preschool programs, we must do something about: The present status picture of such programs, the low pay, identify ways to inform the lay public of the need for programs and centers.

The "Use of the Laboratory" was discussed by Dr. Ruth Dales on the following day. She referred to the Resource Guide on Child Care noting such important points as:
--The publication is only a guide and should not be taken literally.
--One must adapt and use the guide according to one's own situation.

When one is planning for facilities (laboratory) for a Child Development program it is extremely important to have documented factual information to justify needs, being knowledgeable of the historical background on what has gone on before. It can serve as ammunition when crises arise. In planning for and using laboratory facilities the following points were emphasized:
--The laboratory is an interpretation device to administrators, the lay public, advisory committees.
--The laboratory instructor must be knowledgeable on historical background for purposes of interpretation.
--The laboratory instructor must understand the development of children in groups and individually be able to interpret.
--Observation and participation in the laboratory must be directed.
--Facilities and equipment do not necessarily have to be new,it can be painted. Sanitation is the most important factor. It is better

to have it used and have the children enjoy the atmosphere.

--Observation experiences should include many age levels of preschool children ranging from infants to four and five-year olds.

--The facilities should provide for new and different experiences for children, remembering some children never have their feet on the ground--they live in apartments.

--Planning facilities for observation by trainees must take into account the importance of being able to hear, being able to understand the language the children use, being able to understand communication between and among children.

--Very important that the instructor observe laboratories first prior to assigning students for observation and participation.

--Instructor must plan for what a student can see and hear. Instructor must walk the situation thru before assigning a student who has never done this before. She must express empathy for those who are being trained.

--Observation forms must be carefully planned with the instructor fully knowledgeable of all situations. Forms should not be taken while student is observing--should study and know form prior to observing, take pencil and paper for notes, but should spend major part of time looking and listening.

--Care should be taken not to thrust a student in with a group of children too soon. Rapport must be established. There must be comfortableness with the situation for the student, but consider the child first.

--Observation must come before participation, but care should be taken not to have observation too long.

--Dr. Dales suggests that a student might observe for a week then participate for a short period and return to observation as a means of encouraging better observation techniques.

--At all times necessary to keep the children in mind. All care should be taken so as not to harm the children.

--We "learn by doing" - Students learn by participating with children. It's a new school, new teacher, new students, new equipment. In such a new situation care should be taken not to have all children (15) to begin with. Suggest maybe 1/3rd first day, 1/3rd the next etc., using the first ten days for orientation. Students must observe how it is done before becoming actively involved.

--Various arrangements can be planned for observation experiences. Individual observers can sit in various stations in the room. Various types of screens can be provided to shield observer from children. One-way glass enclosures. Back to casualness having observers sit around the room.

--A trainee for nursery school should have good communication skills for working with children especially where there are a variety of backgrounds involved.

On the following Monday Mrs. Jean Emerson spoke to the group on "Qualifications and Duties of Personnel Needed." She had a number of hand-outs and they may be found on pages 57-63. Mrs. Emerson made a profound impact upon the group and according to one participant she expressed "a beauty from within". One of her many strong points emphasized was that certification does not mean qualification. It means only that the person has been exposed and has met the requirements. It becomes increasingly importnat to develop good job descriptions and make realistic requirements.

Dr. Ray Schultz's presentation is given on pages 52-56.

Dr. Ralph Witherspoon emphasized several theories on the developing child, i.e.:

- --The child is a miniature adult, has all the nerve cells, all of the organisms--the processes for growth and development.
- --The United States is the only country where the family feels that child rearing is the responsibility of the home and the church.
- --The young child is an individual from birth.
- --The young child is an individual with social, emotional, and physical needs but not intellectual needs.

Miss Gertrude Hoffman from the Children's Bureau opened her talk with some interesting facts:

The first Day Care Center was established in 1854 and in New York. Crises is the underlying reason for an upsurge of Day Care Centers beginning with the Civil War and continuing through World War II. However, the depression years caused the greatest upsurge. The government discontinued financing programs for children six months after World War II. The Children's Bureau was established to encourage Congress and the States to provide care for children of working mothers.

Today, there are 12.3 million children under 14 whose mothers are working and yet care can be provided for only 310,000. Sixty-five percent of the Day Care Services are commercial. Thirty-five percent of the Day Care Services are financed under the tax dollar. Day Care is a Child Welfare Service. The nature of the program is for the care and protection of children and should be planned to supplement what mothers can give at home. Those working in Day Care Centers need to be a motherly type person.

In order for a state to obtain funds for Day Care Programs there must be a licensing system. Licensing is based on minimum requirements that are met but these requirements are necessarily standards. Miss Hoffman emphasized the importance of never allowing standards to be incorporated in the law. Subsidy is a must to good quality programs and in order to get the public to support such programs the standards set must be reasonable and understandable. Without subsidy those factors which contribute to quality programs such as health services, social welfare services, become costly and which private nursery schools often lack. Through a good licensing program we will affect the lives of more children than any other way and the Day Care Program is a very crucial service in keeping children in families. Still with all the emphasis on poverty programs--Head Start, etc., today more children on university campuses are being neglected than anywhere else in the nation.

Many children of middle class families are in need of care.

According to a Department of Agriculture Study--the mother who goes to work puts 53 per cent of her salary in job related expenses while the wife with no children puts away 40 per cent. Today in the United States business, industry, and unions are showing increased interest in the welfare of the children of women employees. The reason is the high rate of absenteeism among women with small children especially when sickness occurs. Cutback in woman power and production becomes costly. One company in Cambridge, Massachusetts--KLH--a subsidiary of Singer Company where stereos are made has planned for a Nursery School facility to be incorporated on the grounds of the company plant. The project will be financed partially by the Company and partially by the Children's Bureau and Brandeis University is participating by doing the research. The project was initiated by the wife of the President of the Company. Another example of a similar project has been initiated by the Amalgamated Clothing Workers Union of Baltimore, Marylan. This project will take care of 370 children.

On Friday morning July 14, Mrs. Nancy Benda was our speaker. She is (among other things) the star of the half-hour show for children entitled "Miss Nancy's Store," shown each evening Monday through Friday over the educational television station at The Florida State University.

As the participants expressed it, she gave us a description of "the effort, dedication and enthusiasm that goes into a pilot television program" and stressed "how important this media is for reaching the preschool child."

The group was invited to witness a rehearsal and live presentation of "Miss Nancy's Store." Many of the participants were back stage for more than one television show, because as a participant said "it opened numerous possibilities" for learning experiences for the nursery school child.

Miss Ruth Jefferson, Director, Pinellas County License Board for Children's Centers, St. Petersburg, emphasized the importance of having a licensing program to set standards for young children for the protection of children and parents. In selection of children for a Child Development Center, the physical situation will determine the children you admit, one should plan for a variety of children representing different social intellectual and economic backgrounds, and accept exceptional children along with normal children.

Dr. Gene Simons, Assistant Professor of Music, Florida State University, "Music for Children" included the fundamentals in teaching music at the preschool level.
--Pitch--melody and harmony, high and low
--Rhythm--teaches tempo and pulsation
--Tone Quality--teaches one to distinguish between instruments
--Expression--teaches what happens in the sound of music.
Questions asked about the teaching of music to preschoolers are: What are the values of music for preschoolers? What should the music experiences be? How do we train our teachers to provide appropriate music experience?
Answers: Music is an excellent emotional outlet to release tension.

It is a socializing agent because all participate. It is a direct experience--active in nature. It helps develop language or verbal skills. It helps teach about many different subjects through song, i.e. farms, people, countries, etc. It provides a creative and expressive medium for the child. It develops the first discrimination of sound. Early childhood develops an enjoyment of music. Dr. Simons introduced the Autochord as an instrument that should be a piece of equipment in early preschool facility. This instrument is easy for the instructor to learn to use and also for the children.

Mrs. Dora Skipper, Professor Emeritus, Elementary Education, Florida State University spoke on "Mathematics and Science Experiences". Everything that comes in for little children comes in with a purpose. Children can learn anything, any time provided it's broken down enough.
--Children and adults learn what they select to learn.
--The rate of introduction differs with each child.
--Each child must be allowed to develop at the rate that he or she can develop.
--Repetition of learnings should be in different activities.
--Each activity should be planned to lay the groundwork for the next step in learning.
In science and mathematics concepts of:
--Size and shape, i.e., more than, less than, equal to, color differentiation by painting blocks and cubes different colors.
--The feel of things through the use of different textures and surfaces.
--Sets and subsets by use of dishes, set of dishes.
--Components of set as cups, saucers as subsets.
Selection and variety of equipment is important to develop learnings as materials in themselves don't teach much but the way the teacher uses materials.

Dr. Nancy Douglas, Associate Professor, Human Development Institute, Florida State University discussed "Art Activities".
--Art is a means of communication.
--Can put into art those things that often cannot be described.
--Art is unique to each child.
--Art is a means for children to drain off feelings.
--Children's art goes through stages: scribbling stages, use of large figures and objects, no regard for spatial relation, use of color in its purest form and works freely in large movements.
According to Lowenfeld a child is not ready to learn to read until he can put his figures on the ground in art expression.

Mrs. Sara Srygley, Associate Professor, Library School, Florida State University, in her lecture "Children's Literature" read from books for children to put over her subject. In the selection of children's books:
--A book is something that tells you something.
--They should always have an element of repetition.
--Important to include books of poetry.
--Should extend children's experiences and help him learn more about himself.

Dr. James Walters, Head of Department, Home and Family Life, Florida State University spoke on "What Recent Research Reveals". Dr. James Walters was an exciting and enthusiastic speaker. He gave many ideas to carry away, and seems to practice what he preaches in human relationships.

"Methods of child rearing are always in the process of change. It is not one method we use in rearing a child but the repetition of treatment over a long period that produces good or poor behavior. We need to train children to cope with situations. No father is a better climate than parents who are in extreme conflict.

Research indicates folly of generalizing but gives clues on how to proceed. We are the prisoners of our own limited aspirations. Many parents don't give their children the psychological help they need. Children are born with different levels of stability. We need to help the slow learner to understand his potential. Attitudes seem to be prime factors in influencing human behavior. We need to reward the "trying" of a student, regardless of the outcome."

Dr. Anne Buis, Professor and Head of the Department of Home Economics Education, and Mrs. Valerie Chamberlain, Instructor in the Department of Home Economics Education, discussed various facets of the teaching-learning process. They emphasised that teaching is a science, an art and a challenge.

A review of educational objectives was presented. This included all classifications of cognitive, affective and psychomotor domains, with pertinent illustrations relating to post-high school programs in child care and guidance.

Concepts and generalizations were defined. Examples of conceptual structures and levels of generalizations were drawn from the area of child care and guidance.

Characteristics of effective evaluation were listed. Applications were made to desired objectives.

A variety of methods and techniques of teaching were demonstrated. They were shown singly and in combinations. They were used to show how objectives in the various domains may be achieved, how concepts can be broadened and how the total sensory impact can be increased.

Attention was given to some of the educational "hardware" now on the market. Illustrations made it evident that the "soft ware" is only limited by the knowledge and imagination of the user.

It was made apparent that recent legislation, research findings and technological developments have brought new challenges to the teacher educator.

Dr. Queenie Mills, Head of Department of Child Development, University of Illinois, discussed "The New Philosophy in Child Development". Methods used for the teaching of reading include phonics, linguistic, and writing. The eclectic method for teaching reading is a combination of methods. Whichever method is used, it should be diagnostic as well as teaching. Reading readiness is the optimum time to begin instruction without emotional upsets, it is reading progress in the initial stages. If a child is reading, he should be given every encouragement to continue. Word recognition and reading are not the same.

Four-and five-year olds from middle class families will have from 5,000-25,000 words in his association vocabulary. A five-year old who comes to school ready to read probable: is a girl, has one or more brothers and sisters, comes from a high socio-economic level, the father earns a living from mental application, the parents are interested in school, the parents have been reading to the child since he/she was one to one and a half years of age, the parents have great interest in books, is able to concentrate, has a good memory, is not a happy-go-lucky child but a serious one. In learning to read a child must: be able to see, have visual coordination, have visual discrimination, be able to perceive, have hand-eye coordination. ---Comment from a participant "Dr. Mills was the highlight of the Institute speakers to me as I learned so much new material."

Mrs. Frances Walters, Instructor, Early Childhood Education, Florida State University, spoke on "Working with Students in the Classroom and Laboratory".
These are the students who are the potential teachers in preschool and kindergarten program. This is under directed teaching and what we think of as the student teaching requirement for certification. During the course students are asked to submit:

1. Participation sheet.
2. Autobiography written in the context of "Why I took the course," with a picture attached.
3. A flannel board story on the teaching of concepts for math, science, etc.
4. A sociogram on the children they work with.
5. Incident reports that take place during their participation--this is directed individual study.
6. Many anecdotal records--case studies on each child.

Clarification of Content

Near the end of the Institute, the participants were asked to hand in questions that needed to be clarified or for further discussion. Below is a list of some that had not been covered earlier.

Discuss text books used in child development for junior colleges.

What are common courses which would be transferred from a two-year to a four-year program?

Discuss curriculum for those who will work with exceptional children.

How to begin establishing standards for certification?

Should children be selected for a child center from all socio-economic levels?

Discuss how the child development program can be financed at the Junior College level. Is it possible to have a combination transfer and technical program and receive vocational funds or must it only be terminal?

Some programs may be planned for one year and students will get jobs. How can we hold them for more work?

What are the pros and cons of advisory committees?

When a program is initiated in a new field, staff is usually limited and can't possibly do all the things outlined as necessary for a good program. Can you suggest criteria for determining the absolute essentials and what might be eliminated?

The feeding of children in the nursery school: 1. kinds of food, 2. serving of food, 3. values of the experience.

Information and/or suggestions relating to kinds of records to maintain in a two-year program - administrative details - children's records - insurance - liability - etc.

Please discuss further the levels of occupational responsibilities of the aides and assistant teachers - pointing out some of the major differences in training for each level.

Where do you find information about laws and regulations that governs the purchasing of materials for the nursery school if the program is occupational?

Make available the steps in introducing this program to administrators. This has been discussed at length, but, I think this would assist greatly as a summary.

WHAT ARE THE KINDS OF THINGS YOU WISH YOU KNEW MORE ABOUT IN CHILD DEVELOPMENT TO BE A MORE ABLE WORKER IN THE FIELD

1. What is the rural preschool child like? What are the differences of the child who has been brought up in the back woods shack and the child who is in the same economic level in an urban area?
2. What type of program is needed for a long day, especially the afternoons in a day care center?
3. How values are transmitted within the family and the school.
   How best to know and meet parents' needs as persons as well as parents.
   How best to help them see their strengths as well as their weaknesses.
   How to help teachers want and seek out professional growth for themselves.
4. Evidences of recognition by educators of greater use of intellect in young children - our recognition of true potentials of children.
   Coordination with physical development of motor skills and other physical development.
   Do we need to build a new curriculum that may combine for a four-year old, language skills (including reading) way on a third-grade level, with the fine muscle skills, etc. of a four-year old.
5. The relationship of the development of children in terms of our goals and values for the young child and as he grows older (in the primary grades and up) and the goals and values of teachers who teach these same children as they grow older.
6. Ways to expedite change - so that old hands could feel more comfortable about accepting change or different ways of handling activities, programs, children,etc. without being personally threatened.
   Ways to help people become more objective in evaluating the new, keeping the old.
   Ways to deal with threat so that personalities can open instead of close or open more.
7. How children learn the concepts of "right" and "wrong."
   Dependency of children (3 and 4 year olds) and their mothers.
8. Why a child behaves as he does in group situations and then how to help him solve these problems.
   How much a child's behavior relates to environment and how much to heredity.
   How to help children meet the needs of the changing world.
9. The ways a person develops feelings of confidence - relationships of warmth and mutual trust and respect; the real rather than a superficial adapting to the climate he is in at the moment (For instance, how does a person's conscience develop?).
   How do adult values evolve through this childhood and adolescence experience of observing, acquiring and discarding.
   How do you feel about the methods of positive reinforcement?

10. More cross-cultural studies. Comparative studies of maternal child-rearing patterns, language development and its relation to emotional and congitive styles. Can we apply findings from one culture to another?
How does verbalization effect conceptualization or the formation of abstract ideas?
11. Influence of environment on the young child, cultural aspects, home situation, parent and sibling relationships. What effect will these have on the child's behavior at school.
12. How to plan the intellectual stimulation and educational goals to be in harmony with the child's emotional readiness - so that the whole child progresses creatively and doesn't feel threatened or imcompetent as tasks or goals are presented.
13. New research in general principles of growth and development - particularly concerned with the area of expected behavior at different ages. There seems to be difference in the experts' ideas of the value of using this type of information with parents.
14. Better knowledge of present research findings and how to apply them to the teaching situation.
Evaluations of present equipment and materials in terms of value for the child's development as an individual.
15. When do you decide to cut off innovation as not succeeding?
16. In true light of human development, do you think children of "the poor" need to be taught in a different way than children from "select" homes?
Do you think in groups more or less equally proportioned the child of "poor" would be stimulated by those from "select" homes?
17. The effect of environment on developmental growth.
How to interest teachers in innovation and exploration?
18. How to avoid the pressures of research experiences for students at the college level to permit a good observational and participational opportunity for their learning and training.
19. In separation problems with 3 year-olds, how can we help the mother (mainly)?
We often find in upper middle-class society that she is having the problem more than her child. Also, the "pushing" mother--wants Johnny to be "more grown up."
20. More about the emotional development of children. In the beginning, new teachers spend a great deal of time, it seems, studying certain areas of child development but they never really get down to understanding the child's way of viewing the world and himself.
21. More things concerning a typical development such as deafness, retardation, etc.
How do you help a deaf child become more a part of the group, etc.
Helping the slow developers gain self-respect is sometimes a difficult area when other children are aware of the developmental gap (and point it out to them).
22. In very bewildering, frustrating situations when a child is so negative and outright aggressive, how to direct him in a more positive approach to others and how to help him adjust in a friendly manner to his immediate environment.
23. How can we build a closer relationship with the public school that we may get at not only continuity but even to work out the necessary revolutionary changes necessary to continuity.

Reflective Impressions From Institute
(Each participant was asked to hand these in anonymously)
Near the end of the sessions

Of all the new ideas and materials presented to you in various ways, describe the three that stand out in your reflections from these weeks together from which you learned the most.

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Mrs. Emerson's presentation was like a sunlit window. She helped me reflect on the spiritual quality, the sense of beauty and wonder and respect for differences in people and children.

The child-centered, research-oriented and method-designed Institute challenged all of us - from the least knowledgeable to the most sophisticated. The way in which the directors made every effort to maintain a climate conducive to learning was highly effective. It was a wonderful way in which to examplify the kind of a program which we in turn might provide in our own states, each of us making the necessary modifications for our particular situations.

Dr. Carl Prochl challenged us. His interest and enthusiasm for vocational education was most invigorating.

The day with Dr. Mills was one of the best we had, I learned so much.

I believe the order in which the speakers were presented from Dr. Alexander to the last one lent a continuity to the Guide.

The "Junior College Curriculum" by Dr. Schultz presented new and up-to-date thinking in this area.

The organization and management of the total Institute held my utmost admiration. Our learning extended far beyond the classroom walls. The many details of human and physical resources took hours of preparation, professional skills and tireless human understanding.

Dr. Mills broadened my understanding.

New films and references were helpful.

The warm fellowship.

The information on current happenings by Drs. Witherspoon, Mills, Walters, Dales were of great value to me. I am eager to relay their material to my colleagues.

The many resources, both human and material, which were tapped gave each participant the opportunity to meet her individual needs more effectively and extensively. I felt that the presentations on instructional methods and recent research in the field of child development were those which would have been most difficult for each of us to assimilate through individual pursuit.

One of the most outstanding parts of the program during the past three and one half weeks was Teaching Materials and Techniques by Dr. Buis and Mrs. Chamberlain because I gained some new ideas and techniques of teaching. Also better methods of using visuals.

I was greatly interested in Miss Jefferson's discussion of the licensing program.

I think that having participants housed in one area lent itself beautifully to becoming better acquainted with each others programs and mutual problems for solving. We learned so much from each other.

I think the selection of participants not only from as many different states as possible but from different backgrounds, different fields of work, and different stages of accomplishment towards the goal of a Child Development program was one of the most important parts of this Institute to be shared by all of us.

Dr. Queenie Mills and her discussion on philosophy of program operation which coorelated with Dr. Walters and his discussion on research.

It has been fascinating to me to see the very careful Institute plans unfold. The plan as it developed and was executed from beginning to end, day by day, was in itself a model from which to learn. Since most of us in one way or another work much of the time with groups, the quality and effectiveness of our "administration" is of utmost importance. The way in which we were made to feel that each of us was "special" (early identification) - there was no feeling of competition - was most important from the very beginning.

(Affective learning?) Over and over I have felt the great richness of resource of experience (and geographical variety) from just the participants themselves apart from the "program." There has been a feeling of mutual interest in the other person and a sharing from the beginning. Living together in Osceola has made it possible to easily have many one to one contacts. It has often been a conflict of interest to need to choose between reading the wealth of material to which we have been exposed and socializing in the evening. The evening "seminars" have been extremely beneficial and have helped to weld a very heterogeneous group.

Through speakers such as Dr. Proehl, Dr. Schultz, Dr. Hoffman, Dr. Alexander and the statistics they and others have presented (as well as information through publications and films) the impact of the needs of children has been very penetrating. I have never before had such a clear and convincing picture of the need. It has made me feel even more responsible and "dedicated."

The chance to talk on an informal basis with so many knowledgeable people.

Mrs. Skipper provided a rich background for teaching the young.

Dr. Schultz gave insight into problems of education.

The bibliographies, sources for teaching and ideas that have been distributed fill my immediate needs.

The importance of preschool experiences as pointed out by Dr. Douglas, Mrs. Srygley, Dr. Simons, Mrs. Skipper as this is the first time I had been exposed to the idea that from these experiences children should develop certain concepts.

Miss Hoffman answered many of my questions, she was graphic and forceful in her descriptions.

The philosophy made vivid impact from Mrs. Walters and Mrs. Emerson.

I have gained impressions that can't be measured through the association with the sincere and dedicated persons who have conducted the institute.

The opportunity for personal and professional growth afforded to each of us.

The serious intent and dedication of the participants.

The wise selection of consultants from various areas who brought us up-to-date. The variety of these.

Dr. Walters proved that research can be presented in a most interesting way.

The variety of library materials, the way they were categorized was most helpful and having them available in a central location.

A whole new concept of the possibilities in the area of Child Development.

The divergent and yet related heritage of the group, the many opportunities for interaction and the continuous evaluation strategies utilized further strengthened both planned and unplanned experiences. Although, in retrospect, the amount of material covered was awesome we did not feel that time was of the greatest importance.

"That a teacher no matter how well she knows her subject matter, must be able to communicate this to students. Communication in this instance means by facial expression, enthusiasm in your voice, and a general excitement, or involvement that shows you are loving every minute of it. All three speakers today seemed to give this feeling and it is infectious."

"This has been a delightful day and each speaker has made his or her subject so meaningful."

RESULTS

Evaluation Reports

A four-page form was devised, explained and given to each participant prior to the termination of the Institute. Each participant was asked to report six months later by returning the evaluation in detail. An analysis of the activities of all members of the Institute was made after the forms were returned, and follow in some detail.

Junior College Participants

The nine participants who represented junior colleges, shared information and materials with their fellow faculty members, their administrators and with many community and professional groups. One participant had a report of the Institute included in the college bulletin. Two others talked with the counseling staff about the program and the human qualities needed by students to be successful in this field. As a result, the counselors have been most helpful with recruitment.

Several of these participants were instrumental in the planning, organizing and establishing of post-high school curricula in child development in their respective junior colleges. They were also active in promoting the inclusion of similar curricula in other junior colleges in their states. Some of these will be in operation for the first time this fall. Examples of certain junior college programs may be found in the Appendix. In some instances specific child development courses were added to already established programs.

A few were active with in-service training courses in the child development area. Others acted as consultants with Head Start programs. Many advisory groups were established to strengthen and promote programs relevant to the welfare of children.

As a result of the Institute, they gained inspiration and confidence in curriculum development, the use of space and facilities and in program expansion. They became aware of needs that previously they had not recognized.

They were also involved as consultants in the planning of new buildings to house child development programs. They re-arranged existing space and equipment facilities in some centers. They revised job descriptions for teaching personnel and worked for the improvement of licensing requirements for day care of children.

Four Year College Participants

There were five participants who held positions in four-year college programs. One of the five had a two-year program underway before coming to the Institute. Since then, two others have developed and had accepted curricula for two-year post-high school programs. In addition, they have helped and shared materials with several other institutions having or initiating post-high school programs.

Some of the members of this group have prepared curriculum for day care certification under the State Division of Welfare. Others have served as consultants in community day care and Head Start programs.

They report that because of their participation in the Institute, they have improved their laboratory facilities and their teaching. Steps were being taken to bridge the gap between theory and practicum. They have developed course outlines for new courses and made transparancies, slides and other teaching materials.

They have shared their information and experiences by reporting to their colleagues, their administrators and to various civic and professional organizations. In an attempt to publicize the post-high school program, one participant developed and circulated a flyer to high school teachers; developed and made available a set of slides for high school teachers to show their classes; and, set up a continuous showing of the slides and arranged a tour of the child development center for the home economics teachers' meeting. Another participant has been actively pursuing placement procedures for graduates of post-high school programs.

Day Care And Welfare Participants

There were two participants who worked in their respective states with day care and State Welfare Departments. In establishing day care centers, they found the Guide to be very useful in estimating costs and planning facilities. Since the summer Institute, they have assisted with the organization of local child care associations. They have shared materials with workers in private facilities. Specific materials in art, music and science have been used widely. One participant was an instructor for a community college short course for day care workers. Contacts with specific junior colleges are planned.

Participants From Area Vocational-Technical Schools

The seven participants who are teaching in area vocational-technical schools returned to their positions to report to their colleagues, to their legislators and to the directors or heads of the various organizations or agencies interested in preschool children. One person appeared on two television programs to discuss the need for day care centers and to explain how post-high school programs could help meet the need for trained personnel. Another participant, in cooperation with the state department, produced a forty-five minute video tape on the development of post-high school programs. The tape was shown at the state meetings of home economics teachers, administrators and counselors. The focus was on the development of wage-earning programs. Many vocational-technical schools are being planned and built. Some of the participants have made the Guide and other materials available to architects. Because of the publicity, they have had many requests for materials which they have distributed. They have all served as consultants in varying capacities.

Most of the group are involved in senior high school gainful employment classes in child care. Some of these are in the process of making surveys to determine employment possibilities and the need for post-high school classes. Others are making plans and hoping to begin these programs next year. One participant has just initiated a post-high school program in child development. Another has opened a new day care center and is training eighteen students. As they have planned and initiated these programs, they have found the course outlines and the specifications for space and equipment most helpful.

Some of these participants have been involved in the in-service training of persons employed in child care services. One person has been giving in-service training to disadvantaged mothers who are involved in four centers having a total of 125 children. Another participant is working with parents of young children.

High School Teachers

The seven participants who have been teaching in high schools returned to their positions after the Institute with new ideas they used to strengthen their own teaching. They felt their own programs were enriched and they found themselves re-evaluating their present course content in child development. Several have been used to work on curriculum for a two-year program and one will be employed this coming summer on a state revision committee to work on a child care bulletin.

All of them shared materials with administrators and fellow teachers. Some used the Guide for training purposes. One assisted with a district survey for child care aides and another worked with an area supervisor on a suggested list of files and books.

Administrators

There were ten participants who were classified as state administrators and were working in home economics positions at the state level. All of them were able to share the information received at the Institute with their colleagues, with heads of state and local agencies and organizations, and with personnel at all levels concenned with preschool children.

In some states, the participants have served as catalysts by informing and impressing state leaders with the need and the urgency for post-high school programs in child development. In other situations, they have acted as consultants in helping interested administrators and personnel to work on facilities and curricula for these programs. In states where programs have been underway for some time, they are more cognizant of the need for up-grading their programs.

They are striving to construct evaluation instruments, determine minimum standards, provide more in-service training programs, revise course outlines and reorganize curricula.

They report that the Institute made them more aware of child development literature, research publications and other sources of information. They are more knowledgeable concerning the effective utilization of multisensory aids for better communication.

If a summary statement could be made, it might be that the Institute participants are now more aware of what a post-high school program in child development should be; this awareness has given them security and confidence to move with enthusiasm toward clearly defined goals.

Further Evaluation

One item asked the participants on the Evaluation was to explain what personal help they received from the Institute. Most of them mentioned that this was provided through discussion and from the Guide in referring to curriculum. Many felt they were now better equipped in basic background information. "The personal and professional qualities of the staff gave me direction." "I now have a variety of resource materials and teachings aids available to me." "The interchange of ideas, questions, concerns of all the others who were embarking on similar programs." "I have now started a slide library and purchased a camera." "I am convinced of the versality of the overhead projector." and again and again, "I now have confidence to move forward."

Another question asked the participants was "What do you see as forthcoming next steps in your situation?" Many of their answers were similar to this one: "To continue working with the two community colleges that have indicated a tentative commitment to developing a two-year post high school Child Development program in development of curriculum, in planning facilities, and in staff recruitment. To contact all other community colleges to explain the need of qualified staff in Child Day Care programs and discuss the possibilities of developing a two-year post high school program. To continue to work with other agencies to increase their involvement in and support for Child Development programs in the community colleges. To encourage the licensing agency to raise standards for pre-service and in-service training to staff working with young children. To continue to develop secondary school programs of high quality."

The final question asked on evaluation was for suggestions if another Institute were to be planned and conducted. The majority seemed to be satisfied with the present Institute as planned. They felt it was well organized and informative, and liked the wide representation and diversified backgrounds of the selected participants. Several wished that graduate credit could have been offered, and others would like to have the very same group brought together again. They could then plan together for next steps. Some felt more mutual sharing of experiences was needed whereas others enjoyed this in the evenings on an informal basis. They were most appreciative of hearing speakers who are leaders in their particular fields. More exposure to speakers in the areas of music, art, math and science were requested for a longer period of time. Several commented on the stimulating discussions that took place the last few days when each one was planning her "next steps". A final comment, "I feel unable to express my true appreciation. I only hope I may pass on to others the riches shared so generously with us."

Visits to Participants

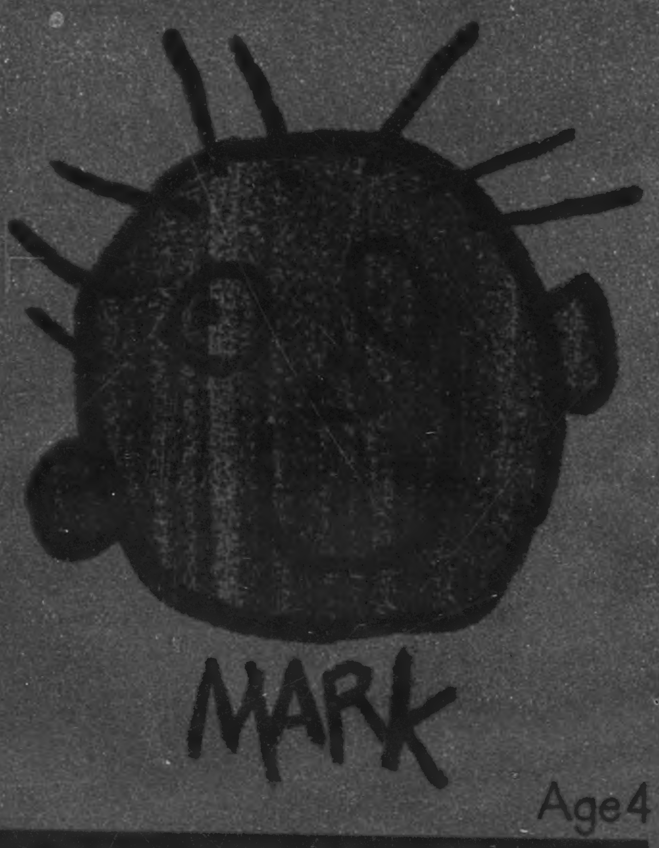
The Director of the Institute made visits to five of the participants in their own states. Two of these were in November in connection with a national conference in California. The administrator participant who attended the Institite had arranged for the present Director of the grant to be used as a consultant in a number of junior college programs. Conferences with personnel were held at the junior colleges, and assistance given with curriculum, laboratory facilities, and training of students. The same need was found when visiting on a university campus with the participant from Nevada. In both instances, the Director felt it was helpful to have "on the site" visits to reinforce learnings from the summer Institute as well as to discuss the various problems encountered in the interim period.

During the month of March, the Director met with three other participants in Massachusetts, Connecticut, and Maryland. Each of these had planned specific visits to local programs or arranged meetings with administrative personnel. Advisory committees were brought together for specific discussions on pertinent local or state problems. In reviewing these visits, the Director has felt that they were most essential and worthwhile. Those working in this area on programs both at the local and state level need direction, reassurance, and suggestions.

In planning future Institutes, this Director recommends that both in planning for budget and for actual time, that visits to participants on a consultant basis be included.

Sample of Career Pamphlet

On the following page is a new pamphlet which has recently been devised by one of the participants in the Institute. This person was selected to attend the Institute as the Atlanta area was planning to open a child development center in an area technical school. She has been instrumental in the organizing and teaching in this center.



PREPARING FOR A

CAREER IN CHILD DEVELOPMENT

ATLANTA AREA TECHNICAL SCHOOL

CAREERS IN CHILD DEVELOPMENT

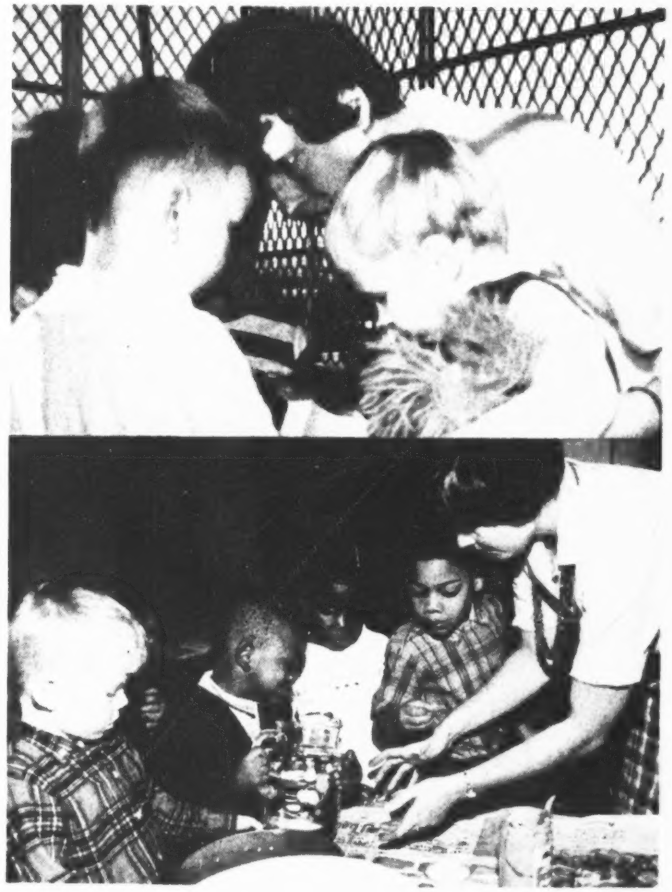
EMPLOYMENT OPPORTUNITIES

Students completing the program will qualify for good jobs in:

- Nursery Schools
- Day Care Centers
- Kindergartens
- Recreation Programs
- Hospital & Therapy Centers
- Head Start Programs

Opportunities are limited *only* by your abilities, health, interest and training.

Classes meet daily 8:30-3:15



COURSE OF STUDY

CLASSES IN:

- Child Growth and Development
- Creative Activities
- Music for Young Children
- Literature for Young Children
- Natural Science
- Observing and Recording Behavior
- Child Nutrition and Health Care
- The Family
- Community Relationships
- Electives
  - Cultural and Personal Development
  - Sciences
  - Specialization within Child Development Field

RELATED INSTRUCTION:

- Communication Skills
- Physical Education
- General Sociology
- General Psychology

PLUS

Supervised work with pre-school children in a Child Study Laboratory.

Internship in agencies providing child care service.

WHO MAY ATTEND

Any high school graduate or out-of-school person over sixteen years of age who has the interest, desire, and ability to work with young children.

HOW TO ENROLL

1. Make application for admission to Atlanta Area Technical School
2. Take the school's entrance test
3. Come in for a counseling interview
4. Be approved by the admission committee

Those desiring to attend should begin admission procedures well in advance of the time they hope to start school. All classes are limited. Enrollments are accepted on a "first come-first serve" basis.

GUIDANCE TESTS

To assure each student he is selecting a course of study best suited to his interest and abilities the General Aptitude Test Battery is required. Some courses require other pre-selection tests. All such tests are designed to help you make a wise decision in your career selection.

COSTS

Students attending Atlanta Area Tech pay a modest registration fee of approximately $21.00 per trimester. The only other expenses are textbooks and materials. The total cost of the year's training is approximately $120.00. Atlanta Area Tech students qualify for financial assistance from the National Vocational Student Loan Act of 1965. Georgia Higher Education Assistance Corporation, State Scholarship Loan Commission and Veterans Program.

Write or Call

Admissions Director
Atlanta Area Technical School
Telephone 758-9451
1560 Stewart Avenue, S.W.
Atlanta, Georgia 30310

THE CHILD STUDY LABORATORY

A LABORATORY IN HUMAN
RELATIONS IN WHICH

THE CHILD

is given the materials, space, and the time to pursue his own ideas.

finds learning exciting and rewarding.

experiences positive guidance and support.

has the opportunity to work, play & learn with others his own age.

learns to accept the directions of other adults outside his family.

is encouraged to pursue ideas actively, spontaneously and constructively.

has new and varied experiences.

THE STUDENT

experiences the joy of seeing a child explore, discover, and learn.

sees children as children.

learns to promote individual growth.

understands the value of play.

develops positive relationships with children.

learns to guide children's learning in a way which is deeply satisfying.

learns the value of and experiences the dynamics of group interaction.

Address to National Summer Institute
Post High School Wage Earning Programs
in Home Economics Education
Florida State University, July 5, 1967
By Dr. Carl W. Proehl
Asst. Supt., Voc. Tech. & Ad. Ed.
Tallahassee, Florida

THE CHALLENGE OF CHANGE AND INNOVATION IN HOME ECONOMICS EDUCATION

It is my very great pleasure to welcome you to Tallahassee and to Florida. We hope that you will enjoy your visit to this area of the state.

I especially appreciate the invitation of Dr. Dales and Dr. Buis to speak to you briefly this afternoon. I am particularly interested in the endeavor to which you are committed for the ensuing four weeks for a number of reasons.

First, I note that this seminar is being funded through the Division of Adult and Vocational Research, U. S. Office of Education, Department of Health, Education, and Welfare for the purposes of developing and evaluating a wage-earning program concerned with child care. The development of programs for gainful employment is an area of change for many of you.

Home Economics Education traditionally has been dedicated to instruction designed for useful employment in the home and for professional pursuits. The justification for such programs is simply that the home and family are key institutions in the social order and these key institutions must be preserved and conserved.

The emergence of Home Economics programs for gainful employment, as an exciting new area of development, is parallel to the other exciting trends in education today. These new programs recognize and respect the vocational value of an education and they encourage and promote the use of intelligent solutions to problems created by societal and technological changes.

Parenthetically, my family represents a number of significant adjustments during the past year. We have moved from Pensacola to Tallahassee; my wife and I are employed in positions new to us; our daughter became a new student in the local school system; our son had to make the adjustment to "college away from home", and we have built a new house. You who are concerned with home and family living can imagine the adjustments we have had to make. Change has had to become a part of our way of life for the past year.

As I see it, the rapid changes in our society have created a need for educational changes which in turn, have had a real impact on the traditional Home Economics Curriculum. It is my hope that these challenges to change will be accepted and that Home Economics will continue to seek innovative solutions. We must recognize that change is a constant which we must accept.

In vocational education we are the beneficiaries rather than the victims of a changing society. We must regard change as a challenge and as an opportunity for progress. It would appear that within the context of innovation our hope lies in creative solutions which are flexible and adaptive.

The rapidity of change creates a new relationship between man's past, present, and his future. We have no heritage of the future. Therefore, we must project and create such a heritage by re-examining historic contributions to human progress and relating them to current thinking and sociological advance.

Secondly, I am interested in your seminar because we both are concerned with the care and guidance of children. Your commitment to the welfare of children and the educational challenges have brought you to this seminar. Though we have different approaches, you and I are committed to the same social concerns.

Some recent data indicate that you have a cause for concern. At present, one-fourth of all mothers with children under 6 years of age are in the labor force. This group of women is to be found primarily in the low socio-economic strata. In families with incomes of less that 3,000 dollars a year, about 30 per cent of the mothers with children under 6 are working. However, when the husband makes more than 7,000 dollars annually, only one mother in seven is gainfully employed and in these instances there is a tendency to provide for the care of children in the home. There are 4,000,000 American children under 6 whose mothers are in the labor force; but licensed facilities are available for the care of only 255,000, and the projected increase of working mothers further magnifies the concern. The President's Commission on the Status of Women reported that, "child care services are needed in all communities for children of all kinds of families, who may require day care, after school care, or intermittent care." In putting major emphasis on this need, the Commission affirms that child care facilities are essential for women in many different circumstances, whether they work outside the home or not.

The federal government has, for over fifty years, recognized a concern for children. In answer to the societal need, the legislative program began with establishment of the Children's Bureau in 1912, and the passage of child labor laws in 1915, and has extended to the more recently enacted research and demonstration programs: Head Start; Aid to Dependent Children; and the latest legislation providing an additional 3,000,000 dollars for badly needed child care facilities in the 49 participating states. Though legislative action has been taken in a variety of areas, these programs would not have been accomplished without the dedicated efforts of qualified staff members.

Much still remains to be done in providing a quality education for those who are entrusted with the care of our young children. This is the task to which you have committed yourself. It has the utmost urgency and importance to society.

The third reason for my interest is that I am favorably impressed with the recommendation for interdisciplinary instruction which is evident in your working materials. The combined efforts of specialists working together in a horizontal approach to program development and instruction is proving highly successful in many instances. We, in vocational education in Florida, are increasingly subscribing to this approach to education and are involved in interdisciplinary curriculum development by several of our services. We are anxious to field test and evaluate the materials which you will develop. The knowledge and skills which girls and women derive from this kind of program may be advantageous whether or not they plan to be gainfully employed.

Dr. Walter Arnold of the U. S. Office of Education has suggested that the specific purposes of the program which you will be developing are:

(1) to aid vocational schools, community colleges, junior colleges, and technical schools in training persons to work with young children.
(2) to train persons for employment.
(3) to help trainees develop a sense of adequacy and a better understanding of themselves and others.
(4) to orient persons to the jobs available in child care and guidance.
(5) to demonstrate high quality training and emphasize the importance of competent personnel in all areas of child care and guidance.
(6) to propose a two-year training program, or, with adaptations, a course of shorter duration including in-service training for on-going programs.

These purposes are worthy of your commitment. To achieve these purposes the various disciplines will need to take cooperative action in the development of a program for gainful employment in child care and guidance.

The fourth reason for my interest is that there are some aspects of program development which I should like to point out and which you may wish to keep in mind during the next several weeks. As I see it, these will become your concerns for the period of implementation following the development of the program for gainful employment in child care and guidance.

In looking at programs of Home Economics which prepare for gainful employment, it appears to me that you have many of the same problems and opportunities and must overcome many of the same difficulties which other vocational services have confronted and resolved with varying degrees of effectiveness in years past. These were very well stated by Dr. Lawrence Borosage of Michigan State University at the recent national leadership seminar on home economics education at the Ohio State University, Vocational and Technical Education Research Center. He, in turn, attributes them to a representative of the Ford Foundation. But, regardless of their source, they are basic to all vocational education and have immediate pertinence for the activities in which you are engaged. I shall speak to four principal concerns:

A first major plank upon which to build a comprehensive vocational education program is the ability of vocational educators to look at the community and the labor market as a totality - to see these as a composite of needs to be met. In contrast to the other vocational education services, this composite of needs has two aspects for home economics teachers. You are thoroughly familiar with the first aspect, for you have been doing an excellent job of it for the past half century. I am, of course, referring to the home economics program of long standing which prepares girls and women for useful employment in the home.

The second aspect is another matter, however, for it throws you directly into the complex shifts and cross-currents of the labor market. But this is really no different than what has been happening to the other vocational services which also have had to look very critically at the kinds of programs which they are providing.

When vocational education received its first federal support, social and occupational structures were quite different from what they are today. The needs of homemakers were easily identified and it was not particularly difficult to organize instructional programs to meet them. By the same token, agricultural, office, merchandising, and industrial occupations had job requirements which were quite discrete and permitted the development of instructional programs which met their precise needs. In those days vocational education responsibilities were efficiently discharged and programs administered through a neat set of compartments labeled agriculture, industry, distribution, and homemaking. Over the years, however, the occupational structure has become increasingly complex as old jobs took on new forms and new jobs evolved. Such happy discreteness no longer exists, and now we are confronted with a diversity of interrelated employment needs to be met.

There is only one solution. That is a joint effort. Vocational educators can no longer carve the labor market into special spheres of instructional influence. Instead, they must pool their efforts in meeting requirements. This means that home economists must work very closely with people in agriculture, office education, distribution, health-related education and industrial education to bring to bear their best talents and resources in meeting labor market demands.

Let me hastily add, however, that in emphasizing the importance of cooperative effort I am not saying that all of us should be responsible for everything. This could only lead to the utmost confusion, and the old cliche that "what is everyone's business is no one's business" would never be more true. Instead, I want to emphasize that all of us need not feel responsible for all aspects of any given program or programs to the utter exclusion of concern with other programs. Specifically, we must make the requirements of the job the structure around which to organize instruction and the basis for marshaling the human talents and resources at our disposal.

This brings me to a second very important proposition, namely, that we must define our course objectives very carefully in cooperation with our colleagues in other vocational services, analyze our objectives operationally, evaluate them in terms of anticipated outcomes, and not be afraid to innovate in order to insure the accomplishment of the goals which we have established.

I should like particularly to emphasize the importance of an operational analysis of course objectives. It is a relatively simple matter to establish objectives in general terms to which all of us can subscribe. It is much more difficult to translate these generalities into student behaviors which are observable and/or measurable. Yet, unless this is done, how are we to determine if our objectives are being attained, or the extent and kind of additional instruction needed to make students employable? How else are we to determine if the instructional methods and procedures which we are employing are adequate, or whether we need new talents, new devices, or new techniques to do the job? Further, how are we to know which of the talents and resources of our colleagues in vocational education might call upon if we have only a general conception of the effectiveness of our own efforts? In short, unless we know the strengths and deficiencies of our existing practices in terms of the objectives we have established, how are we to know what innovations are needed and the direction which these innovations should take? Unless we are able to specify precisely the understandings and competencies which our students must possess for entry employability, we have little basis for bringing to bear the abilities we need to accomplish our goals.

Until we are able to do these things we will find it difficult to convince the community and the students whom we serve that we are serious about this whole effort. And, make no mistake, the public must be convinced of the seriousness of our effort and must be sold on the realization that we have something to offer which will far out-weigh in benefits the costs involved.

A third major hurdle is illustrated in a situation encountered at one time by one of my colleagues. A very extensive survey of employment needs and opportunities was conducted in a metropolitan area. Quite a number of citizens were involved in advisory capacities in various aspects of the study, and there was a considerable expenditure of time and money. Upon completion of the study and release of the report, the director conferred with one of the power figures in the community. That individual concurred in the findings and recommendations of the study and the need for extensive expansion of vocational education opportunities in the community. However, at the conclusion of the interview this individual pointed out the window of his office and said, in effect, "You may survey all you want to survey, you may write all the recommendations you want to write, and I may concur in them, but until the people whose stores and offices you see below are convinced of the need for this service and are willing to spend money to support it, nothing is going to occur." And he was right. Nothing did occur. Not until a planned program of continuing publicity, and a continuing effort on the part of local educators and lay citizens finally broke the bottleneck, were local funds made available for additional facilities and program expansion.

The use of community leaders in an advisory capacity can do much to further the implementation of vocational programs. However, let me emphasize that these persons will serve in an advisory capacity only. Administrative decisions must remain the responsibility of professional educators.

In effect, I am saying that we cannot go this route alone. We must enlist the services of interested citizens. We must go to employers to find out their needs and expectations. We must ask them to help us develop courses and programs to meet the needs which they have identified. We must request their studied judgments about the effectiveness of our efforts, for they - the taxpayers - will ultimately determine our breadth of service.

A fourth point in building a comprehensive vocational program lies in developing realistic instructional programs to meet identified needs. Fortunately, funds from a variety of public and private sources are available to assist us in sampling the labor market and in developing such programs. Studies have been conducted to determine employment opportunities for women utilizing home economics competencies. Several of you, I know, have participated in such studies and in the development of appropriate courses and curricula. The task now is to refine these programs, adapting them to the needs of individual communities and testing their effectiveness against job requirements so that immediate benefits are apparent to both students and employers.

Area vocational-technical education centers in high schools, junior colleges, or as separate institutions provide an ideal setting for initiating program innovations. But the area schools will not give us answers unless we plan to use them for this purpose. Here we have a device, a tool if you will, which is limited in its effectiveness only by our imagination, our ingenuity, our vision.

The post-secondary level is more increasingly being regarded with acceptance rather than as an exception in our educational structure. Continuing education and inservice training now are an accepted part of vocational and professional proficiency.

Three kinds of programs have been designed to reflect the post-secondary emphasis in providing for the needs of local students. The first is homemaking in terms of general education and community service. The second consists of offerings that carry college credit which may be transferred to a four-year institution and which provide an introductory basis for professional pursuits. The third is an occupationally-oriented curriculum which is emerging as the result of growing awareness of the demand for workers in jobs using knowledge and skills of home economics. Impetus has been given to the latter, of course, by the Vocational Education Act of 1963.

We now have junior college programs exemplifying each of these emphases. One institution might offer only such courses with sufficient depth to merit transfer credit; another might identify with a specific urgency for occupational education; still a third, representing a flourishing economy, might be able to provide ideally for all students.

You will note that I do not relate child care services totally to the feminine employee. Increasingly, an urgent demand for the masculine influence in child care centers is being identified. Whether the students are recent high school graduates or mature people returning to the labor force, this kind of program will be a decided asset to the institution and community providing it.

Permit me to reiterate, post-secondary schools provide an excellent climate for innovating in the preparation of people who are to be gainfully employed in the care of children. However, in initiating program change it will be necessary to observe carefully the three steps in the innovative process identified by Dr. Henry Brickell in his study of educational change in New York State. These steps are design, evaluation, and dissemination. They are all different, and people who work effectively at one step may be in effective at another. Briefly, "design" requires an atmosphere of complete freedom in which "blue sky" thinking is invited. "Evaluation", on the other hand, must be conducted under controlled conditions, under close observation, and in a rigid setting if the results are to have meaning. Lastly, "dissemination" must be done under perfectly normal classroom conditions if the innovation is not to be regarded with scepticism by teachers and administrators.

This is not the time at which to discuss the implications of each phase of the innovative process except to congratulate you upon launching the design step. But let me emphasize, that no matter how good the design of your curriculum and how worthwhile the learning experiences included, it will see only fleeting light of day unless school administrators are convinced of its merit, for it is the school administrators who are the immediate prime-movers in educational innovation. The ideas may not originate with them, but they are the people who are most instrumental in overcoming teacher resistance to change.

I have used the term "teacher resistance." Perhaps a more accurate description would be teacher uncertainty in dealing with the new and the unfamiliar. Therefore, it is imperative that teacher support of change be enlisted by providing opportunities, under normal classroom conditions, of working with the new materials and facilities which are required until they are completely familiar and, in addition, by providing continuing in-service teacher education until the innovation becomes standard practice.

In conclusion, I will summarize my remarks by pointing to:

1. The challenge of change and the opportunity for planned innovation
2. The commitment we have to the care and guidance of children
3. The cooperative efforts necessary to develop programs suitable to meet educational needs in a dynamic society
4. The concerns which face those who will implement innovative programs, and
5. The community college or area vocational school role in program development for gainful employment.

Together these factors compose the elements which must be incorporated into design in order to insure the orderly progress of innovation.

I wish you success in your endeavors.

We in Florida are delighted that one of our universities was selected as the site for this project and we commend you on the contribution which you are making to a highly significant program.

PROGRAMS IN CHILD DEVELOPMENT NOW AVAILABLE IN POST-HIGH SCHOOL PROGRAMS

(AS DESCRIBED BY PARTICIPANTS IN INSTITUTE)

ARIZONA - PHOENIX

A two-year program in Day Care Center Administration, leading to an A.A. degree has been at Phoenix College and Yuma College under the Dept. of Home Economics for the past 2 years. Course involves a broad curriculum including a sequence of class and lab experience. Both a nursery school and a day care center are operative under the direction of Department of Home Economics, to provide laboratory experience.

CALIFORNIA

Transfer: In the Child Development curriculum at the Post-High School level in California, the course titled Child Development or Child Growth and Development carries a transfer number and is accepted for transfer by our four-year institutions either towards the major or as an elective. Other courses in the curriculum are not accepted other than on application as an elective credit. Institutions are autonomous and there are those who are willing to accept petitions for credit towards the major or successful completion of examination.

Recently, there has been increasing pressure exercised by professional associations and professional people serving in committees to rectify the situation. The Governor's Advisory Committee on Preschool Educational Programs in a report dated February 10, 1967, recommended the Legislature Commend the junior colleges for establishing and offering two year A.A. degrees in nursery education which train students, parents and neighborhood aides in a skill leading to employment while teaching them to be better parents. The committee further recommends the extension of this program with any necessary adaption so that units earned will qualify for academic credit leading toward a B.A. degree.

Curriculum: Course Terminology varies considerably. However, programs include a core of courses (titles differ but content similar) such as Child Growth and Development, The Child, Family and Community, Creative Experience for Children, Nursery School Materials, The Nursery School, Theory and Practice. Continual evaluation of courses offered as well as the total program is constant.

Laboratory experiences:

Seven Junior Colleges in California include laboratory facilities on campus.

(Opens Sept. 67) ... De Anza
Modesto
Bakersfield
Fullerton
Riverside
Orange Coast
Santa Rosa
Long Beach

Facilities in five Junior Colleges are in the planning stage.

All Junior Colleges require laboratory observation and practice with a few with as much as 20 hours/week.

COLORADO

In 1965 the State Dept. of Welfare set standards that directors of Child Care centers must have 32 quarter hours in child development and related subjects; effective immediately, for new licensure and to be enforced for existing centers by 1971.

An A.A. Degree program was begun in 1965 at Miss Jr. College in Grand Rapids for 40 students, Curriculum was planned by Advisory Committee representing medicine, public health, welfare, education, Dept. of Vocational Education, and child development personnel. Other communities have plans to initiate course work which will enable present directors of day care centers to meet certification. Colorado University offers a correspondence extension course that is approved by the Welfare Department.

FLORIDA

Pensacola Jr. College offers transfer courses in Home Economics in the area of child Development, clothing, foods and family life education.

At present only one course in Child Development - The Preschool Child in the Family is a 3 credit course. Lab experiences are provided by observing in private-owned nursery schools and by bringing into the college, 1 hour a week, a group of 3 and 4 year olds for story-telling and games directed by the students.

GEORGIA, ATLANTA

At the present time a four year degree in Child Development is offered at the University of Georgia, and 3 colleges offering supplemental course work. Atlanta also offered 2 Hr programs for senior girls last year and will initiate 2 more this year.

During the past year 32 classes were offered to update adults employed or going to be employed in day care centers. 742 adults attended. Received a certificate but no transferable credit.

ILLINOIS

The only Child Development beyond high school is for transfer to four year colleges. The course included 6 weeks of lab experience. In Joliet all Home Economic courses in the Junior College are designed for transfer.

IOWA

At the present time there are no post-high school development courses offered. The state plan incorporates both area vocational schools and junior colleges, but as yet no credit for vocational courses from either institution is not transferable.

KANSAS

Wichita - The first course in child development for updating adults is being offered this summer under the occupational-Technical School. It will be of 8 weeks duration. Social Welfare has done some work in this area.

Wichita and Dodge Citi~~es~~y both offered a course in vocational child care for senior high school boys and girls this year. They built their own curriculum with the help of the State Department. Laboratories were established at the schools and the public Child Day Care Services Center were used for clinical experience. Courses involved 2 hours daily.

KENTUCKY

Through the local boards of Education in cooperation with the Division of Home Economics and the Kentucky Department of Child Welfare a program for upgrading workers in the child-care centers and a class for child-care aids are offered.

These are vocational Home Economics courses for gainful employment. Trainees observe and participate in the day care centers. Vocational credit only is available.

LOUISIANA

Louisiana has no regular post secondary programs in Child Development but we have trained adults in the Vocational Technical School as Child Care Aids. Through extension classes the Department of Education will train persons.

The course outline was developed in the Home Economics Section, State Department of Education by a Child Development major.

According to the Louisiana State plan for Vocational Education, programs of Vocational instruction will be offered in occupations in which training is needed but do not require a baccalaureate degree. Occupation generally recognized as professional or requiring a baccalaureate degree will not be included nor will courses designed for transfer credit toward a degree.

MASSACHUSETTS

A four-year home-making course is offered at David Hale Fanning Trade School which incorporates Child Development. In addition to class work the sophomore girls spend 8-10 days in self contained nursery school. Junior girls spend the forenoons in kindergartens of the city schools and senior girls spend time in day care centers.

There is no post-high school training at the present time.

MINNESOTA

Several "play school" programs incorporated in secondary homemaking programs throughout the state from 2-6 weeks in length.

At the present time there are no post-high school courses.

MINNESOTA (Contd)

The Home Economics Division of the State Dept. of Education is most interested in establishing child development programs in the Area Vocational Technical School.

Rather interestingly the Welfare Dept. in Duluth is presently working on a program they intend to operate under their auspices.

MISSOURI

The participants from Mo. are not aware if there are any programs in operation at the present time. The Governor of Missouri is very much in favor of increasing greatly the number of junior colleges in the state and some new ones are being established.

The State Supervisor of Home Economics is incouraging all of the five state colleges to have two year terminal courses in Child Development. Central Missouri State College will establish one this fall as soon as it is passed by the Curriculum Committee.

A Child Development Center is on campus at Mo. University in Columbia, Southwest Mo. State, Central Mo. State, Northwest Mo. State, State Teachers, and Lincoln University.

NEVADA

A 2-year program titled Pre-kindergarten Education was initiated in Sept., 1966 as a certificate program in the Home Economics Department. Later it was changed to an Associate of Arts degree program.

The student may elect to take two or three digit courses. Those with three digit numbers are transferable to a 4 year degree. 64 semester credits in various disciplines are required, approximately 12 of these are electives in related or needed fields (see brochure for more specific information).

3 Permanent labs are utilized, a 3 year-old nursery school, a 4 year-old nursery school, and an all-day child care center for 3 and 4's. The 2-year student is required to enroll each semester. Community facilities are also used to give a broad background. Working with families is also part of the lab experience.

NEW JERSEY

New Jersey has no 2 year post-high school program yet. Pilot program under Board of Education has been initiated which involves 90 hours of instruction in child care. (5-days a week - 9am - 12pm, for 6 weeks) A certificate will be issued which is not transferable for college credit. Trainees will be 18 and over. A nursery school is being set up for the course, using the 3 and 4 year old children of the 15 trainees.

Guides from Penn. State and California were utilized in setting up the curriculum. Team teaching by Home Economics teachers and nursery school teachers will be employed.

NORTH CAROLINA

After 3 advisory committee meetings representating the general public, professional people and the existing child care centers, the need for trained employees in child care was deemed so urgent that a curriculum for a course consisting of 330 student hours was developed. This course will be implemented at the Community Colleges under the Vocational Technical Division.

TENNESSEE

An interesting factor is that 23 new Vocational Technical Institutes will be built and in operation by 1970. Six will be in operation this fall. Six new Community Colleges will be opened by 1970. Three in operation this fall.

At the present time supplemental classes for adults already employed as child care aids are offered on the post-high level - no tuition. Receive a certificate, credit not transferable.

An occupational home economics course for senior girls was held last year. Curriculum was worked out by Dorothy Adcock using the curriculum developed in Nebraska in 1966 as a guide. Class of 17 students who had experience in five public day care centers which are operated by the city school system. The Crippled Children's Hospital was also utilized to provide experience.

The course offers 360 hours of training including 6 hours in the laboratory and 4 hours of theory per week.

PENNSYLVANIA

In the counties of Penn., with which I am familiar (5) there are no wage earning classes in child care in the Community College (i.e. one containing a nursery school). In the area of vocational technical school, one will have a child care laboratory in 1968. If the student has taken the required courses, he or she can go on to college etc. from this school, or can go into the employment world.

No Junior Colleges have such a course at this time. About twelve high schools are in the process of setting up laboratories or have recently done so.

This is a very small portion of the state. The story in Pittsburg would be very different.

TEXAS

What Texas is doing in regard to the Child Development situation in post Secondary schools: All receive transfer credit; All receive curriculum; No laboratory experience offered.

WASHINGTON

Clark College: Child Development courses are (1) three quarter-hour child development course transferable - observation in parent cooperative for six hours; (2) Class titled "Preschool

Child," three credit hours, with observation (3 hour lab and 2 hours lecture each meet) Text used: Katherine Read's "Nursery School" - transferable credits if accepted by four year institution. (3) Preschool curriculum - (3 credits). (4) Vocational Home and Family Life - (3 vocational credits, may take up to 45 credit hours in this area, and earn a A.S. degree).

Olympic College: Offers classes to parents of preschool children through the vocational Home and Family Life Education. Parent-child observation classes and parent child cooperative groups - give vocational non-credit. A thirty-hour "In Service" training for teachers in day care centers, cooperatives, and observation groups, consisting of observation, assigned reading and participation in the Parent Child Observation Classes on campus.

Seattle Community College has more offerings in child development courses than any other area, mostly they are vocational credit. A two-year program is being worked on as is it at Everett Community College.

WISCONSIN

The first program in the state, a one-year post high school vocational program, will begin in Milwaukee in September. Many day care centers are operating in that city. The program is being planned with the help of an advisory committee, and the persons in charge of day care centers.

Madison has no day care centers for the general public. During the past year, a number of Head Start programs have been established. It appears that we need to initiate the framework for establishing Day Care Centers, and also plan a training program to staff these centers. Job opportunities must be identified before training can be done.

Schools are named Vocational Technical, Technical and Adult Schools. Three schools are presently working toward NCA accreditation as a community college. One school, Milwaukee, has such accreditation. Post-high school courses are offered at three levels: Vocational: 1 or 2 years, diploma or certificate granted; Technical: 2 year associate degree; College Transfer.

The 3 types of courses bear different course numbers. Certain courses in a technical program may be approved for college transfer A student must elect the proper course at the beginning of the semester.

Home Economics, to date, offered no college transfer courses. Such transfer courses are offered in General Education, Business Education, and Trade and Industry.

To obtain transfer status a local school must communicate with the colleges and universities, interpret the caliber of instruction offered, and receive written verification of acceptance of specific courses. Transfer is not automatic in programs.

Other states may have programs but these described were known by the participants and discussed in small groups.

QUESTIONS CONCERNED WITH QUALIFICATIONS AND DUTIES OF PERSONNEL NEEDED IN POST HIGH SCHOOL PROGRAMS.

Group 1. Discussion

It was concurred that screening per se is not realistic for existing programs. However, obvious problems of students should be identified so that students will not be misled. It is hoped that articulation with secondary programs, personal interview, and positive guidance might better enable students to determine realistic aspirations.
All levels of instructors in child care services should examplify the characteristics which are desirable for individuals who work with young children. Advisory counsels might aid in identifying standards to which guidance counselors might refer in working with prospective students in child care programs.
Individuals involved in personnel be cognizant of characteristics which might preclude an individual's success in child care program.
Students should be exposed to both observation and participation early in the program so as to allow for improved evaluation of that student's needs and talents.
There is a critical need to interpret to administrators the urgency for a realistic evaluation of students who are to receive associate degrees in child care services.

Group 2. Discussion

A. How do we find qualified teachers?
   1. Seek honest evaluation of personal qualifications of candidates.
   2. Observe candidates in a working situation if possible.
   3. Give applicant full information regarding your training set up before interviews.
   4. Give careful thought to interview techniques in order to bring out philosophy, etc., rather than simply formal preparation.
   5. Evaluate applicant by questions she asks rather than simply from answers she gives to your questions.

B. What are sources for finding qualified people?
   1. Keeping in touch with people you meet at Institutes such as this, and contacting them regarding openings on your staff.
   2. Contact colleges--particularly those you know have kept in touch with their graduates, and know of their experience and personal and professional growth after graduation.
   3. Work with supervisory and consultant staff at the state level.
   4. Work with advisory committee members.
   5. Contact professional organizations (NAEYC, ACEI) to contact well qualified personnel who may not be actually seeking employment.

C. How can we get all the qualities mentioned by Mrs. Emmerson?
   1. Look at staff as a team to see balance of qualities present in total team.
   2. Prepare and plan for expansion of staff with growth of program to see that complimentary personal qualities and professional qualifications are present in total team.

D. What other qualities need emphasis?
   1. Quiet strength
   2. Stamina
   3. Gentleness
   4. Consistency (as well as flexibility)
   5. Degree of "Earthiness"
   6. Realistic approach as to status of beginning students and situations in which they will be working.
   7. Some counselling ability on part of director and/or Head Teacher, and preparation to help students with self-evaluation throughout training.
   8. Ability to help students be aware of their professional responsibilities and limits so that in overenthusiasm toward finding out about child, teachers do not attempt amateur psycho-theraphy.

Group 3. Discussion

1. How can we communicate with the administrator who does the hiring? Consider personal characteristics.
2. How does one proceed with one who has been hired on credentials?
3. How do you find qualified people? Where are they?
4. We'd like some ideas on good job descriptions.

THE COMMUNITY COLLEGE: 1967 MODEL

by Raymond E. Schultz
Professor of Higher Education
Florida State University
Tallahassee, Florida

It is no exaggeration to say that the two-year college is the darling of the mid-1960's. The following facts and figures illustrate this:

1. As of October 1966, enrollments totaled nearly 1.5 million.
2. Enrollment increases in the single year from October 1964 to October 1966 exceeded 13 percent. (This one-year increase almost equals the total two-year college enrollment of 25 years ago.)
3. Sixty-five new junior colleges opened their doors this past September.
4. It is estimated that by 1970, there will be 100 junior colleges~~students~~ enrolling approximately 2 million students.
5. The highest salaried higher education administrator in at least three states is a two-year college president.
6. One of the highest local bond issues ever passed for education--47.2 million dollars--was approved in November 1965 by the voters of St. Louis County, Missouri to develop three new junior college campuses.
   In May 1965 the voters of Dallas County (Dallas) Texas approved a bond issue of 41.5 million dollars to build four new junior college campuses in that state. Bond issues for the same purpose in the amounts of 25.2 million and 18 million dollars were recently approved by the voters of metropolitan Kansas City, Missouri and Terrant County (Ft. Worth), Texas.
7. The American Association of Junior Colleges has recently received a grant of $782,500 from the W. K. Kellogg Foundation to support a five-year project by the Association to provide leadership assistance in the development of occupational education programs.
8. The U.S. Office of Education recently made grants in the amount of 2.2 million dollars to junior colleges for summer work-study programs under Title I of the Economic Opportunity Act of 1964. Additional facts and figures no less dramatic than these could be cited almost ad infinitum. These are sufficient, however, to illustrate the point that the American people presently have great faith in and expectations of the two-year college. The reasons warrent identification.

As with most social phenomena there is no one single and simple explanation. Rather technological, social, and economic forces are combining to create new demands for education. Probably more than any other type of educational institution, the two-year college is viewed as the most logical agency to provide for many of the educational needs created by these changes. Among the forces which have particular significance for the two-year college are

2

(1) a pronounced increase in numbers of college age youth, (2) growing public commitment to the concept of universal education through the 14th year of schooling, (3) growing concentrations of population in urban centers, and (4) an increasing need for trained manpower.

The first two of these forces obviously create a need for additional higher education facilities. Florida (while not typical as a state, does reflect the situation in a number of other states) had approximately 25,000 high school graduates in 1955. Ten years later the number had increased to over 60,000 or 240 per cent. During this same period the proportion of college age youth enrolled in college increased from 27 percent to nearly 40 percent. Most states can expect marked increases in the ratio of college age youth attending college. Evidence of this is the fact that in California approximately 55 per cent of this age group pursue post-high school education whereas the national average is only about 30 per cent.

More and more states are making decisions to provide for these increases enrollments in two year colleges. This explains in large measure the recent growth in numbers and enrollments of these institutions. Florida has, in fact, embarked upon the pattern advocated by Harper, Tappan, and others 70 years ago. We opened one institution in September, 1964, and will open another in 1967 that will enroll no freshmen or sophomores. They begin with the junior year drawing their students almost entirely from graduates of the state's public junior colleges. A related decision in Florida restricts severely the enrollment of freshmen in the state universities. Only the top 40 per cent of high school graduates are even eligible for admission. Both Florida State University and the University of Florida cut off freshman applications in January for those entering next September. We want freshmen and sophomores to attend junior colleges, reserving the universities' resources and facilities for upper division and graduate work. As an indication of how well this is working, Florida State University's largest class is the junior class. It will soon be twice as large as the freshman class. Already we have as many graduate students as freshmen, slightly over 2,500 of each.

The third of these changes identified--increased concentration of population in urban centers--is being reflected in the location of new two-year colleges. This accounts in large measure for the new institutions being established in places like Dallas, Ft. Worth, St. Louis, and Kansas City. The supposition has been shown to be invalid that a public junior college should not be located in a community where a senior college or university exists on the grounds that they cannot succeed side by side. To illustrate how thinking on this point has changed, a public junior college opened last September in Tallahassee and another in Gainsville, Florida, both communities of 75,000 to 80,000 people and the locations of Florida State University and the University of Florida. Likewise such an institution is opening this fall in Champaign-Urbana, Illinois where the University of Illinois is located.

The fourth force previously identified was the increasing need for trained manpower. One indication of the significance of this growing need for the two-year college, is the recent W. K. Kellogg Foundation grant to the AAJC mentioned earlier. Another is the recent federal legislation which provides substantial funds for facilities and equipment for occupational programs. These and numerous other recent developments that could be related reflect the fact that our critical manpower needs now and in the decades ahead are not limited to highly trained professionals. Critical also is the need for those occupations which fall between the skilled worker and the professional, namely for technicians, mid-management personnel, highly trained office personnel, and specially trained public employees of all types.

A few examples of developments planned and under way will illustrate the potential role that the two-year college has in providing for this need. The National Health Council, the Council of Dental Resources, and agencies in the health fields recently joined with the American Association of Junior Colleges to explore the potential of junior colleges for assuming major responsibility in preparing trained personnel for the health fields. Already in some states, Florida and New York as examples, most registered nurses are trained in two-year colleges. Explorations are now under way with the Institute of Traffic Engineers to determine if a curriculum might be developed to prepare automobile traffic specialists in two-year colleges. Every community of 20,000 and over needs the services of someone with special competencies in automobile traffic control and safety. Yet few can afford to employ a professional traffic engineer nor are they available. To give one more example, a representative of the American Society of Planning Officers reports that a recent survey shows a pronounced shortage of technical-level personnel for government jobs. And, according to the survey, such jobs will have increased 40 per cent by 1970.

Actually shortages in professional fields are produced, to a considerable degree by the inefficient use of professionally trained specialists because qualified technical aids are not available. We may be forced to recognize, for example, that much of what a professional trained librarian does can be done just as well by a person with two years of college in a program for library assistants. This would free professional librarians, who are in drastic shortage, to spend their time on matters that require professional competence.

REQUIREMENTS FOR ACCOMPLISHING THE HOPES AND EXPECTATIONS OF THE TWO-YEAR COLLEGE

The public two-year college will realize its potential only if certain conditions are met. Unless it meets these conditions in substantial meauure, another educational agency will be created or some other existing agency will come forward and assume these responsibilities. That is just as inevitable as is the sun appearing in the east tomorrow morning. These conditions are as follows:

1. An Open-Door Admission Policy. Much of the past success and future hope of the public two-year college evolves around the fact that it is an inclusive rather than an exclusive institution. No other single factor will cause it to "fall from grace" more certainly than a policy that excludes high school graduates and adults who wish to continue their education--regardless of the level at which it may have been terminated. The open-door policy is repugnant to some outside of our ranks. They view it as incompatible with high standards and scholarship. This is a false premise. We need to remind them that the great public universities of the mid-west have always admitted all high school graduates. An open-door admission policy can, however, constitute an educational farce. For it to be educationally sound requires certain conditions. This brings to the second condition.

2. A Range of Educational Opportunities. This condition is essential for two reasons. First, as already discussed, society has requirements for many types of trained manpower that can be prepared completely or in part by a two-year college. Second, an open-door policy results in a student body that is heterogeneous in ability and preparation. It is professional irresponsibility, if not stupidity, to permit every individual in such a student body to enter any program or course of his choosing. A student is done no favor to be admitted to a program or course in which he is destined to failure or to courses for which he already possesses the intended outcomes.

An open-door admission policy, therefore, demands a range of courses and programs. If we need three levels of English courses, only one of which awards transfer credit, let us offer them! If we need a learning laboratory where capable but deficient students can remedy their weaknesses, let us have one. If we have a student whose interests and/or capabilities make possible their success as a medical technician or aide, but not as a medical doctor or dentist as he desires, let us do everything possible to get him in a medical technician program before he fails as a pre-med student.

3. An Extensive Testing and Guidance Program. It follows that if sound decisions are to be made in the placement of an unselected student body, a good deal must be known about individual students. This requires, of course, a good testing program. However, unless educational decisions are based on these results, a testing program is largely a waste of time and money. We must involve the faculty if sound educational decisions are to result from such testing. Often they are not adequately involved. Who, for example, can better determine where a student is ready to start in a mathematics sequence than the mathematics faculty?

4. A Capable and Committed Faculty. Advocates of two-year colleges make much of the fact that theirs are "institutions of superior teaching." This assertion has neither been proven or disproven. Logically, though, it makes sense. First, teaching constitutes the primary professional commitment in the two-year college. Absent is the pressure or excuse to give first priority to research and writing so frequently found in universities and senior colleges. Second, class sizes in two-year colleges are generally

kept small enough that faculty can know students and give them individual assistance. The point has been reached, however, at which an increasing number of them are large institutions. Large enrollments can easily result in their becoming as impersonal as large senior colleges and universities. But even in these large two-year colleges, the climate is right for creative teaching. In the decade ahead I believe that most exciting new approaches in college teaching will occur in two-year colleges.

More than capable faculty members are required, however, if the two-year college is to make good on its claims and expectations. We need individuals who are committed to the multipurpose goals of such an institution. Unsuccessful senior college teachers and frustrated high school teachers are not going to get the job done.

5. Low Student Costs. If the two-year college is to fulfill the hopes and aspirations of that large segment of the population with limited incomes and/or large families, student charges must be kept low. Lack of financial resources has been demonstrated repeatedly as being the major single factor in high school graduates not continuing on to college. To illustrate, in some low income counties in Florida only 10 to 15 per cent of the white high school graduates were entering college a few years ago. When public junior colleges opened in these areas of the state, the percentage rose, to as high as 60 per cent. What better evidence could one want to demonstrate that such institutions tap otherwise undeveloped human resources.

6. A Sensitivity to Community Needs. It almost goes without saying that a "community college" must have a strong community orientation. But the importance of this commitment cannot be overstressed. If a public two-year college withdraws from or becomes indifferent to its immediate community, much of its potential as an educational institution is forfeited. Literally, the program of such an institution should run from 8:00 a.m. to 10:00 a.m. and on Saturday if the demand warrants. Further it should be a cultural and recreational center for the community.

A LOOK AT THE FUTURE

If these requirements are met, and I believe they will be, it is safe to predict that in the relatively near future:

1. Most beginning college students will be enrolled in two-year colleges.
2. There will be a public two-year college within commuting distance of all youth except those living in sparsely populated regions.
3. Two-year colleges will offer virtually all formal occupational training below the professional level. (Vocational programs will disappear from high schools.)
4. Public two-year colleges will be the primary agency for adult education.

What I have sketched for the future constitutes a big order. By the same token, seldom, if ever, have we had in American education a situation that offered a greater opportunity.

Mrs. Jean Emerson

CONSIDERATIONS IN THE SELECTION OF A DIRECTOR

1. Person of spiritual strength and idealism
2. Academically well prepared
3. A growing person interested in adding new knowledge, new ways of perceiving, and new ways of doing
4. A person who grows in the discrimination of what is of value and need not be changed and what needs to be
5. Breadth of perspective and interest - it makes a difference what happens to children in Saigon, India, Africa
6. Person who sees parts in relation to whole and thus is able to make realistic job descriptions
7. Person who can make decisions promptly after thoughtful weighing of factors - but one who does not prolong the period and waste valuable energy debating but not deciding
8. A person who has confidence in his own decision making and acceptance of the consequences
9. A person with realistic goals, purposes, ideals, because these give direction and meaning to the program
10. A person who considers how proposals affect other people's lives - children, students, teachers, in terms of health, coping power, creative productiveness, extension of horizons, and total growth
11. A person who recognizes that order can be a beautiful part of the framework for growth when it is not compulsive
12. A person who gives the awareness to those working with him that problems are challenges not threats that knock one out of commission
13. A person who in selection of new staff recognizes what individuals need, to learn and understand in order to perform role, recognizing that each position is a new role in some aspects
14. A person with ability to communicate, to administration and other officials within the framework of the sponsoring organization and the community, the philosophy, goals and values of the program as well as the hurdles and difficulties
15. A person who can distinguish between monumental problems and trivia, and recognize real problems, not just the surface difficulties
16. A person with the appreciation that what is developed as a program is the result of everybody who has participated
17. A person who recognizes that it is important how staff members feel about themselves, and this is an important factor in how they feel about their leader
18. A person who realizes that his role as director is one of helping to release and integrate the creative abilities of all members of the group
19. The director is sensitive to group needs, the children, students, and staff - a feasible person who establishes rapport easily with group members - a person who encourages a wide variety of situations in which group members have opportunities to work out their own leadership skills and integrate the special talents found in a group so as to achieve group goals - since leadership is best when it is a team function

Mrs. Jean Emerson

7. CONSIDERATIONS IN THE SELECTION OF A MASTER TEACHER

1. Since a teacher's decisions, thoughts, and feelings, whether he wishes it to or not, assume great significance in the classroom, the teacher must have good self-awareness and acceptance
2. A person who himself is in the process of growth and accepts children in process not "pigeon holing" any of them
3. A person whose philosophy is based on the belief that: (a) every human being has the ability to shape his own future (b) each day can be a new beginning (c) every experience can be used for positive growth
4. A person who recognizes the value of careful pre-planning and having many more activities and experiences ready for children than the day may require
5. A person who values each of the stages of development and finds as much delight and wonder with the student as with the young child
6. A person who gently leads children and students to wider horizons and joys in exploration
7. A person who helps children, students and others 'save fare' through empathy and understanding, thus enabling them to go on learning rather than regressing defensively
8. A person who appreciates the values of framework and orderliness in freeing children to learn - but who recognizes the children's need to know the reasons
9. A person who balances firmness with flexibility, affection with firmness, freedom with order, and a sense of worth with integrity
10. A person who creates a framework for children and students to find self respect, as well as to provide psychological safety and freedom to 'go ahead'
11. A person who is generous toward other people's mistakes, particularly children - and helps them to understand that they have learned 'what doesn't work' - not how wrong they were
12. A person who shares the child's joy and wonder in experimentation; a curiosity about the make-up of things
13. A person who is sensitive to the beauty in the world - and one who is grateful for it
14. A person who knows the difference between rules and principles
15. A person who knows what it does to a human being to consider "self" an outsider
16. A person who gives children and students a chance to be likeable!
17. A person who realizes that authority must not be used as irresponsible power
18. A person who lives in the present; makes the most of each experience; lives one day at a time; does not allow trivia to disturb the group
19. A person who has deep respect for the lives of little children and recognizes their great capacity to learn when freedom to learn environment is provided by the teacher.
20. A person who recognizes that human personality is of greater value than anything else in the world

Thus - the master teacher may come to the end of the day saying, "It took all that I had, today! But it was a good day!" And the next day he will find there is more available in the same source!

Mrs. Jean Emerson

Suggested Items for Self Evaluation by Teachers

I. Knowledge of Self - Personal and Professional Qualities

________ What are my personal goals in teaching?

________ How do I perceive my role as a teacher?

________ Am I physically able to do all that the qualified teacher should be expected to do?

________ Am I a cheerful, friendly, gracious person?

________ Do I need to be more courteous, empathetic, and understanding than I have been?

________ Do I have a pleasant, friendly voice or does it sound tired and life-less?

________ Do I need to show more tact and understanding with others?

________ Do I make snap judgements without considering enough factors on both sides?

________ Is my attire attractive to children without being distracting? Is it appropriate to the activities in which I am involved with children?

________ Am I open to and appreciative of new experiences, suggestions and a variety of ways of doing things?

________ Do I make time for personal and professional growth?

________ Do I keep a balance of work and recreation?

________ Do I face each day with joy, happy anticipation, and gratitude?

II. Relationship with Children

________ Do I give children the assurance of acceptance and security?

________ Am I aware of the different perceptions of the children and students to the 'same' situation?

________ Do I make every effort to be fair and impartial so that each child feels important and valued in the classroom?

________ Am I consistent yet not rigid?

________ Do I provide flexibility with the security of order?

________ Do I meet individual children's needs where they are and still keep progress of the total group a vital concern?

________ Do I laugh gently with the children - not at them?

________ Do I make it comfortable for children to express their feelings and ideas?

________ Am I very careful to avoid the use of sarcasm? Do I recognize sarcasm as one of the most hurting mechanisms that can alienate human beings?

________ Do I try to find the reasons for a child's behavior - and not aatisfy myself with treating the overt act?

________ Do I create an atmosphere that will stimulate intellectual curiosity and exploration?

________ Do I foster the children's understanding of 'cause and effect' and help them assume an increasing responsibility for the consequences of their behavior?

________ Do I give them opportunity for choice and provide willing acceptance of their decision?

________ Do I recognize the range of individual potential and provide a variety of materials and experiences to meet the changing development of these children?

________ Do I utilize the professional and community resources that are available to insure the best possible guidance and experience for children?

III. Responsibilities in the Classroom

________ Am I alert to the relationship of my classroom to the total school structure?

________ Can the physical condition of my classroom be improved?

________ Is my classroom stimulating, cheerful, attractive, and orderly?

________ Have I developed means of handling routine matters efficiently and quickly so that there is the maximum time for growing, learning and exploring?

________ Do I prepare well for each day? It is easy to prepare just enough to get by - but it is important to prepare well!

________ Are materials ready before the children arrive for the day's activities?

________ Am I a good listener not only to the children's verbal language but also to their silent language?

________ Do I make good preparations for field trips and other contacts in the community so that they can be more meaningful to the children?

________ Do I encourage children to use a variety of materials both independently and in cooperation with others?

________ Do I provide materials that will encourage language development as well as experience for sensory exploration?

________ Do I keep informative running records of the children to remind me of individual interests and materials to bring to the classroom as well as to show growth and development?

________ Do I use these records fully in planning my work?

________ Do I plan my classroom so that children can be more successful in their achievements?

IV. Relationship with Parents

________ Do I accept parents' right to a variety of feelings and ideas even though I may not agree with them?

________ Do I provide a climate for understanding communication with parents?

________ Do I value parents as persons who have worth in themselves and with whom I can work harmoniously and meaningfully - even when we have different opinions?

________ Do I encourage parents to feel free to visit the classroom?

________ Do I recognize the necessity for a free flowing stream of home and school life for the child?

________ Do I try to discover special strengths of the parents which can be shared with the class?

________ Am I careful never to speak in disparaging terms of a child's parents?

________ Do I try to help strengthen the child's understanding of the parent role?

________ Do I make home visits whenever possible?

V. Relationship with the Community

________ Do I have adequate information concerning available community services at the local and state level?

________ Do I add to my knowledge of community problems and cooperate in efforts to meet these problems?

________ Do I participate in the life of the community?

________ Do I support community agencies, organizations, and professional groups working for the welfare of children?

Mrs. Jean Emerson

Admission Qualifications and Procedures

All procedures and guides for qualifications for admission to programs are relative since no absolute criteria exist. Procedures may involve:

1) admission application
2) Transcript of previous educational record
3) Guidance counselor recommendation
4) letters of reference
5) personal interview
6) personal essay
7) 'situation' test

The first four steps are self-explanatory.

The personal interview may contribute to the school's understanding of the applicant in the following ways:

1) motivation for entering this curriculum
2) relationship to parents and siblings
3) relationship to teachers
4) relationship to peers
5) relationship to larger society
6) attitude toward authority
7) attitude toward responsibility
8) attitude toward professional role
9) psychological and sociological factors which have contributed to make-up of candidates
10) if applicant has "failed" any subject, his attitude toward this difficulty and what he did about it can be determined
11) image of his ideal teacher
12) what "triggers" the evolutions of the candidate

The interview may give some indications of the candidate's tendency toward openness, empathy, intellectual curiosity, personal responsibility, gentle compassion and self image. In the personal interview, a great deal will depend on the skill and understanding of the person conducting the interview. If the person has a finely trained intuition based on years of experience, it may help discover those students who show most promise for becoming effective teachers.

Personal Essay - on a subject ie. "Why I Want to Become a Teacher" or "My Personal Goals for the Next Five Years" can contribute a check for qualities ie. degree of flexibility, rigidity, personal insight, system of values.

Situation Test - pictures which have 4 major topics and may elicit a variety of responses have been used - these 4 major topics are:

1) probable quality of relationships with adults and children
2) conceptual background
3) personal qualities
4) concept of authority role
5) response to 'stress' situations

Student Participation Report

Student's name____________________Weeks of participation__________

Teacher's name____________________Days absent____________________

Please evaluate this student in terms of the following personal characteristics:

Personal Appearance

Posture____

Grooming____

Health____

Professional attitude in terms of the following points:

Understanding of children____

Ability to see details in relation to children and program______

____

Responsibility____

Professional attitude____

Desire for professional growth__________________________________

Social and emotional qualifications

Willingness____

Cooperation____

Interest and enthusiasm____

Initiative____

Tactfulness and courtesy____

Sense of humor____

Dependability____

Leadership____

Emotional control____

Adaptability____

Maturity____

THE FLORIDA STATE UNIVERSITY
Tallahassee 32306

School of Home Economics
Department of Home and Family Life

SAMPLE OF LETTER SENT TO ADMINISTRATORS

An Institute will be held here July 5-28, 1967 on Post High School Wage Earning Programs in Home Economics Education concerned with Child Development curriculum. This has been funded by a grant from the U.S. Office of Education with myself as Project Director. The Co-Director will be Dr. Anne Buis, Professor and Head of Home Economics Education.

We need your suggestions of names and addresses of those in your state who might wish to make application for this Insitutte. We are limited to a total of 40 persons, and plan to have national distribution of the participants. Travel and subsistence will be paid from funds allocated to the Institute.

Suggested names should be people who are (a) currently involved in planning for and initiating curriculum in child development which will prepare for wage-earning occupations in junior colleges and technical institutes or (b) who may soon be working with such programs or (c) who are offering programs but need help in improving curriculum or (d) state supervisors and teacher educators who have responsibility for helping with the development of these programs in their states.

Enclosed is material explaining the Institute more fully. Since summer plans will need to be made very soon, will you please send any suggested names before March 10, 1967. Then I will send a detailed brochure and application form to each person.

Sincerely,

Ruth J. Dales, Professor
Child Development & Family Relations

National Summer Institute

Post High School Wage Earning Programs In Home Economics Education

July 5-28, 1967

SCHOOL OF HOME ECONOMICS
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA

1967 July 5 - 28

A grant has been allocated for a national summer institute by the Division of Adult and Vocational Research, U.S. Office of Education, Dept. Health, Education, Welfare.

Title of project: "Post High School Wage Earning Programs in Home Economics Education Utilizing the Resource Guide *Care and Guidance of Children.*

Dates of Institute: July 5 through 28, 1967

Location: School of Home Economics, Florida State University, Tallahassee, Florida

PURPOSE:
To provide assistance to persons responsible for curriculum which prepares for wage-earning in the child development area at the post high school level.

To help persons responsible for these programs to make use of the curriculum resource guide *Care and Guidance of Children* developed recently by personnel at Pennsylvania State University under a grant with the U.S. Office of Education.

To evaluate the effectiveness of the Institute by follow-up of the participants.

NEED:
With more children attending preschool facilities, there is a need for more personnel to assist trained teachers. Those who have completed high school, could with post-high school training, be employable in children's centers as assistant teachers. Persons responsible for junior college curriculum need to make provisions for child development curriculum.

PARTICIPANTS:
Those currently involved in planning for curriculum in child development which will prepare for wage-earning occupations in junior colleges and technical institutes, community colleges, area vocational schools or who may soon be working with such programs. Others may now be offering such programs but need help in improving curriculum. Also state supervisors and teacher educators who have the responsibility of developing such programs.

ENROLLMENT:
By application to Project Director of the Institute, Dr. Ruth J. Dales, Professor of Child Development, Dept. of Home & Family Life, Florida State University, Tallahassee.
Write for application blank.

A maximum of 40 persons will be accepted. These will be selected geographically in order to secure national representation. No consideration will be given to any applicant who is unable to attend the entire three and one-half weeks.

Deadline for making application is *April 15.* Participants will be notified before May 1.

TIME & CREDIT:
This is a non-credit Institute. It will meet Monday through Friday each week from 9 A.M. to 4 P.M. A follow-up evaluation will take place in February 1968.

EXPENSES:
Participants will be furnished round-trip coach airplane travel and subsistence. A special rate of $5 per day has been arranged for housing, and $5 per day has been set aside for food, since a maximum of $75 per week has been allocated.

HOUSING:

All participants will be housed at Osceola Hall, an off-campus new four story University Inn. Each room is air-conditioned, for single occupancy only, with wash-basin in each room. Each room has a semi-private bath, sharing only with one other person in adjacent room. Daily maid service, elevators, private swimming pool, cafeteria on first floor, recreation lounge rooms on each floor are some of the features. Members of this Institute will be housed together all on one floor.

Since a special rate and arrangements have been made for housing at Osceola Hall, the participants may not stay elsewhere. However, the subsistence of $5 per day for food may be used in the Osceola cafeteria, or FSU cafeterias or the many restaurants in the vicinity or town. Many restaurants are only one block away.

BUS SERVICE:
Arrangements have been made for a FSU bus to take participants each morning from Osceola Hall to the Home Economics Bldg. and return in late afternoon. Parking of cars is difficult on campus due to over-crowded conditions. A car may be useful on weekends but not during the week.

RECREATION:
Bus service is available to the FSU Reservation situated on a lake about five miles away for weekends. The sandy beaches are located on

the Gulf of Mexico about 30 miles. Wakulla Springs and other nearby scenic spots are within a 20 mile radius.

CLIMATE:

The mean temperature in July is about 85. Nights are cooler. All buildings to be used by the Institute are air-conditioned.

CONSULTANTS:

A number of consultants who are specialists in child development, junior college curriculum, home economics education will meet with the Institute. Visits to child development laboratories will be a part of the curriculum as well as use of library and audio visual aids.

TRANSPORTATION to Tallahassee, Florida:

By National Airlines from New Orleans, on west or from Jacksonville, Florida on east. By Eastern Airlines from Atlanta, Ga. or from Miami and Tampa, Florida.

Tallahassee is the historic capitol of Florida with a population of about 65,000. The Florida State University enrollment is around 14,500 students.

Project Director of Institute:
Dr. Ruth J. Dales, Professor,
Dept. of Home & Family Life,
School of Home Economics, FSU.

Co-Director:
Dr. Anne Buis, Professor and Head,
Dept. of Home Economics Education,
Florida State University, Tallahassee.

Please return this sheet before March 10, 1967 to Dr. Ruth J. Dales, Dept. Home and Family Life, Florida State University, Tallahassee, Florida.

Name of State____

Returned By____

State or Regional Supervisor of Home Economics Educ.

SUGGESTED LIST OF NAMES TO BE SENT APPLICATION FORMS AND BROCHURE FOR INSTITUTE ON POST HIGH SCHOOL WAGE EARNING PROGRAMS, PROJECT 7-0382.

Name	Title	Address

SUGGESTED NAMES OF PERSONNEL WHO MIGHT WISH A BROCHURE WHO ARE ADMINISTRATORS IN JUNIOR COLLEGES, TECHNICAL INSTITUTES OR AREA VOCATIONAL SCHOOLS.

Name	Educational Institution	Address

INFORMATION REGARDING ATTENDANCE AT INSTITUTE

Transportation: Purchase a coach airplane ticket using enclosed tax exempt certificate. Record limousine fare to and from airport for voucher reimbursement later. If you plan to attend A.H.E.A. in Dallas, keep fare receipts for any adjustment later. If you drive your car you will be reimbursed by amount of coach airplane fare and not by mileage. Our budget covers your round-trip coach plane fare from your home to here. Use coach jet when possible.

Reimbursement: Early in first week of Institute vouchers will be made out by you, so you may be reimbursed for expenses before you return home. Keep plane ticket receipt. Your housing will be paid directly to Osceola Hall. Your food allowance will be paid you shortly after your arrival.

Housing: Upon arrival in Tallahassee take a limousine directly from the airport to Osceola Hall, 500 Chapel Drive which is near the University School and about a block from West Tennessee. One of our staff will help you register and assist you in details. Your room will be available for you from the day of July 3rd. The Institute participants are to have one section with a special lounge on one floor. We plan to assign each of you to a suite mate whom we think will be congenial and suitable, since two people share the same bathroom facilities. You will have a single room however, and the second twin bed in your room will be arranged as a day bed.

Food: We will prepare a list of suitable restaurants and a map of location of various places. The cafeteria at Osceola Hall serves three meals a day. You will probably eat lunch within walking distance of the Home Economics Building.

Recreation: We are planning a number of interesting events and preparing a list of places to visit. You will be free for recreation on weekends and evenings.

Bring: Clothing: Informal summer clothes as the campus is not dressy. A sweater is essential for cool evenings. Walking shoes are important as we do have a large campus. A bus will be furnished twice daily to transport you from Osceola Hall to our building and return. Since there is a swimming pool at your Hall and there are nearby beaches you may wish to bring your shorts and swim wear. Laundry facilities are provided on each floor of the Hall. Educational Materials: You will be given a copy of the Guide "Care and Guidance of Young Children" and quite a number of materials. A Curriculum library and various exhibits will be provided for reference. You may wish to bring a few marerials to share with the group.

Mailing Address: For your relatives and friends to reach you: Osceola Hall, 500 Chapel Drive, Tallahassee, Fla. Telephone Area Code 904, 222-5010. For emergencies during the school day: Dept. of Home Economics Education 599-2234 as it is close to the room where the Institute will be held, Room 311, Home Economics Building.

June 6, 1967

Memo: National Summer Institute Participants

1. You will need to bring a towel for the pool at Osceola Hall. The Manager says towels are changed daily but he doesn't allow these towels to be taken to the pool.

2. The Guide will be given to you at Registration along with a packet of materials. One of the Graduate Assistants on this project will have a table in the lobby at Osceola Hall so you may register with her and get your packet there. She will be at this table on Tuesday, July 4th, from 1:30 P.M. to 2:30 P.M. and from 8:30 to 9:30 P.M.

3. If you have been unable to Register then, we will have a table at Home Economics Building, Room 311, from 8:30 to 9:00 A.M. on July 5th for you. This is the room where all our sessions will be held.

4. The bus will be at Osceola Hall front door on Wednesday, July 5th, at 8:25 A.M. and will depart at 8:30 A.M. for the Home Economics Building. Please be on time as the opening session is at 9:00 A.M. Osceola Hall Cafeteria serves breakfast.

5. Do not drive your car to the Home Economics Building, leave it in the parking lot at Osceola Hall. We have provided a bus as there is no parking available on campus for you. Only faculty and staff have parking permits.

6. In your packet of materials there will be a detailed program. Each of you has been selected to participate at some special time during the Institute as a leader or panel member. These activities will be explained to you and we expect you to be an active participant throughout the Institute.

7. We hope your visit here will be interesting and enjoyable. If you find you will be delayed, please get in touch with me as we are counting on greeting each of you at 9:00 A.M., July 5th.

WHILE YOU ARE IN TALLAHASSEE

Drive-In-Restaurants:
Jerry's Restaurant, 441 W. Tennessee Street
Seven Steers Restaurant, 1818 W. Tennessee Street
Frishchs Big Boy Restaurant, 1775 W. Tennessee Street

Specialty Restaurants:
Chanelo's Pizza House, 618 W. Tennessee Street (take out)
Joe's Spaghetti and Steak House, 1713 Mahan Dr. (U.S. 90 East)
Holland's Kentucky Fried Chicken, 1002 N. Monroe or 1603 W. Tenn.

Dinner and Out-on-the-Town Restaurants:
Town House (Duval Hotel), Corner Monroe and Virginia
Howard Johnson's, 722 Apalachee Pkwy or U.S. 90 W. (Tenn. St.)
Driftwood Motel, 1402 W. Tennessee St.
Confederate Supper Club, 5 miles West on U.S. 90
Golden Key Room, 2nd Floor, University Union
Fountain Restaurant, 1921 W. Tennessee St.
Holiday Inn, 1302 Apalachee Pkwy.
Silver Slipper Restaurant, 2000 S. Monroe
Skyline Restaurant, 2220 W. Tennessee St.
Morrison's Cafeteria, Corner Adams and Pensacola Street

Toward the Coast:
Shell Point Restaurant, 30 minutes from Tallahassee. Take Hwy. 369, then turn at Hwy. 19. Watch for signs.
Faiver's, 36 miles south of Tallahassee at Panacea Bridge. Take Hwy. 319. Turn right at Hwy. 98.

Food Service on Campus:
University Union
Golden Key Room (2nd Floor Union) 10.00 a.m. - 8.00 p.m. Sun. through Friday.

Post Office:
A Post Office is located in the Univ. Union and downtown on Park Avenue.

Bus & Taxi Services:
Yellow Cabs, 468 W. Gaines, 222-3070, fare from campus to town is about 55¢. Most fares in town are under $1.50.
Cities Transit: (green and yellow buses) 877-2163, Buses leave campus from Wescott Hall every 30 minutes. The fare is 25¢ from campus to town. Buses leave downtown for campus 15 minutes before and after the hour from the corner of Adams and College Streets and from the city park at Adams and Park Streets.

Banks & Check Cashing:
Checks can be cashed at the cashier's window in 105 Westcott Bldg. (at the entrance gate of FSU campus) Open 8:00 to 4:00, M-F $50.00 limit. You must show you I.D. card.
Capitol City Second National Bank - is located on Tenn. St., 2 blocks from Oceola Hall.

Dry Cleaning:
Close-in: Varsity Shopping Center, Varsity Cleaners, 1857 W. Tenn.

Beauty Shoppes:
Tony's Suburban Salon is located in the Varsity Shopping Center
Alice's on Campus is in the University Union
Cinderella Beauty Salon is in the Univ. Shopping Center
Bette-Anne's, 212 W. College Avenue

SPECIFIC NOTATIONS FOR INSTITUTE PARTICIPANTS

Library

Situated in Room 219 Home Economics Building. It will be open every morning from 8:30 to 9 A.M. and from 12:45 to 1:30 P.M. and 3:15 to 4:30 P.M.

On certain days noted in your program, it will be open longer periods.

Assigned personnel will be at a check-in-and-out desk to assist you. Be sure to sign the card in the back of a book or pamphlet, leave it with the librarian. Return books to the same desk and she will check book into library.

The books in this Library are either personal copies of our faculty or have been checked out by us from the Main Library. Therefore, please use books carefully and return promptly. Since copies are scarce, don't keep a book longer than 2 days.

Main Library at Florida State University

You will not be able to check books out of the Florida State University Library since this Institute is not a credit course, and you don't have a student library card. You may use the Library and it is open every evening until 10 P.M. On the first floor to the right are current newspapers and magazines. You park on Campus after 5 p.m. in the parking lot across from the library.

The Home Economics Building is not open in the evening.

Illness

Go directly to the Tallahassee Memorial Hospital to the Emergency Room as a doctor will be on call. Student health services at the Florida State University Infirmary are not available to our Institute.

Coffee Breaks and Cold Drinks.

Each morning coffee is available in the Faculty Lounge for five cents. Please deposit your money in a special cup. Coffee is also available in the afternoon, but you may wish a cold drink. The nearest beverages are at the Soda Shoppe.

Wakulla Springs Recreation Area Prices:

Admittance to Beach and Swimming:	.50
Boat - Jungle Trip:	1.75
Glass Bottom:	1.75
Both trips:	2.30

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SOURCES OF PAMPHLETS

American Bankers Association, 90 Park Avenue, New York, N.Y. 10016

American Medical Association, 535 N. Dearborn St., Chicago, Ill. 60610

Association for Childhood Education International, 3615 Wisconsin Ave., N.W. Washington, D.C.

Bank Street College of Education Bookstore, 69 Bank Street, New York, N.Y. 10014

Carnation Company, 5045 Wilshire Blvd. Los Angeles, California

Child Study Association of America, 9 East 89th Street, N.Y., N.Y.

Child Welfare League of America, 44 East 23rd St., New York, N.Y. 10010

Constructive Playthings, Div. of U. S. Toy Co., Inc., 8100 Paseo, Kansas City, Mo.

Creative Playthings Inc., Princeton, New Jersey 08540

Equitable Life Assurance Society, 1285 Ave of the Americas, N.Y., N.Y. 10019

Gerber Products Company, 445 State St., Fremont, Michigan 49412

Hogg Foundation, Mental Health Education, Univ. of Texas, Austin, Texas 78712

Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601

Johnson & Johnson, 501 George Street, New Brunswick, N.J. 08903

Maternity Center Association, 48 East 92nd St., New York, N.Y. 10028

Mental Health Materials Center 104 E 25th St., New York, N.Y.

Merrill Palmer Institute, 71 East Ferry Ave., Detroit, Mich.

Metropolitan Life Insurance Co., One Madison Ave., New York, N.Y. 10010

National Association for Education of Young Children, 1629--21st Street, N.W. Washington, D.C.

National Education Association, 1201-16th st., N.W. Washington, D.C. 20036

National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611

Play Schools Association, 120 W. 57th St., New York, N.Y.

Prudential Insurance Co., of America. P.O. Box 4579, Jacksonville, Fla.

Public Affairs Committee, 381 Park Ave. So. New York, N.Y. 10016

Science Research Assoc., Inc., Better Living Dept. 259 E Erie St., Chicago, Ill.

PERIODICALS IN CHILD DEVELOPMENT

1. American Journal of Nursing
2. American Journal of Sociology
3. American Sociological Review
4. Briefs
5. Bulletin of Menninger Clinic
6. Child Study
7. Child Welfare
8. Childhood Education
9. Children
10. Contemporary Psychology
11. Elementary School Journal
12. Exceptional Children
13. Family Life Coordinator
14. International Child Welfare Review
15. Journal of Pediatrics
16. Journal of Social Issues
17. Marriage and The Family
18. Merrill-Palmer Quarterly
19. Monographs of the Society for Research in Child Development
20. NEA Journal
21. National Parent Teacher
22. Parent's Magazine
23. Psychological Abstracts
24. Social Forces
25. Social Problems
26. Sociological Abstracts
27. Sociometry
28. Statistical Bulletin
29. Today's Child
30. Today's Health
31. What's New in Home Economics
32. Young Children (formerly Journal of Nursery Education)
33. Child Development
34. Journal of Educational Sociology
35. Journal of Genetic Psychology
36. Journal of Home Economics
37. Family Life
38. Vital Statistics
39. Adolescence
40. Children's House
41. Research Relation to Children
42. SIECUS Newsletter

Institute Film List

Title	Length	Rental Cost	Rental Agency
LITTLE WORLD	20 min.	Free	Modern Talking Picture Company 714 Spring St. Atlanta, Ga.
TEACHER'S AIDES	30 min.	Free	Modern Talking Picture Company
VASSAR NURSERY SCHOOL	35 min.	Free	Modern Talking Picture Company
PATHWAYS THROUGH NURSERY SCHOOL	25 min.	$12.50	Int. Film Board 332 S. Mich. St. Chicago, Ill.
TEACHING THE 3's, 4's and 5's, Parts I and II		$ 6.50 each	Univ. S. Calif. Film Library
BLOCKS--A MATERIAL FOR CREATIVE PLAY	16 min	$ 2.25	U. of Wash.
FROM GENERATION TO GENERATION	27 min.	$ 8.50	Florida State Univ.
ADAPTING THE CURRICULUM TO THE CHILD	15 min.	Free	Modern Talking Picture Company
EDUCATIONAL NEEDS OF YOUNG CHILDREN	25 min.	Free	Modern Talking Picture Company
PRE-KINDERGARTEN PROGRAM	30 min.	Free	Modern Talking Picture Company
CHILDREN WITHOUT	29 min.	$ 3.00	Mich. St. Univ.
JAMIE THE STORY OF A SIBLING	28 min.	$ 6.30	Florida St. Univ.
WHO CARES ABOUT JAMIE?	16 min.	Free	Ideal Pictures 1010 Church St. Evanston, Ill.
CHILDREN OF CHANGE	31 min.	$ 5.00	Univ. of Georgia
PORTRAIT OF A DISADVANTAGED CHILD	16 min.	$ 4.00	Florida St. Univ.
A SPECIAL PLACE	12 min.	Free	Bank St. College 108 E. 125th N.Y., N.Y.
A CHANCE FROM THE BEGINNING	29 min.	Free	Modern Talking Picture Company
TIME OF THEIR LIVES	30 min.	$ 6.35	Audio-Visual Aids Penn. St. Univ. University Park, Pa.
IF THESE WERE YOUR CHILDREN	49 min.	Free	Metropolitan Life Dept. Q-15 1 Madison Ave. N.Y., N.Y. 10010
ORGANIZING FREE PLAY			Du-Art Film Laboratories, 245 W. 55th Street, N.Y., 19 N.Y.

BIBLIOGRAPHY - MUSIC BOOKS

1. Fifty Favorite Songs for Boys and Girls - Whitman
2. Songs for the Nursery School - Laura P. MacCartney
3. Sing A Song - Glenn, Leavitt, Rebmann - Ginn
4. Songs to Grow on - B. Landeck-Marks Publishing Co.
5. New Songs and Games - Crowninshielf - Boston
6. Musical Experiences for Little People - Kenazy-Arnold-Willis
7. Songs for the Nursery School - MacCarteney - Willis
8. Singing Time - Coleman - John Day
9. Stories that Sing - Crowninshield - Boston
10. Games and Rhythms for Children - Geri - Prentice-Hall

RECORD LIST

Collections:

Adventures in Music, I, II - RCA Victor
Childhood Rhythms (2 albums, 3 records each) - Ruth Evans
Musical Sound Books - Green (18 records)
Musical Sound Books - Tiny Masterpieces for Very Young Listeners (20 records)
Music for Early Childhood (1 album, 4 records) Silver-Burdett
Music of the American Indians (1 Album, 4 records) RCA Victor Record Library
Rhythmic Activities I (1 album, 4 records) - RCA Victor Record Library

Songs:

American Folk Songs for Children (Seeger) - Folkways
Children's Songs and Stories (McCurdy) - Folkways
Golden Calypso Singers - Golden Records
Hi Neighbor - UNICEF
Holidays (Glazer) - RCA Victor
Hot Cross Buns - CRG
Little Red Wagon - CRG
More Songs to Grow On (Mills) - Folkways
Mother Goose Nursery Songs - Childcraft
Put Your Finger in the Air - Columbia
Smokey the Bear - Golden Records
Train to the Farm - YPR
Twelve Days of Christmas

Rhythms:

Adventures in Rhythm - Folkways
Circus Comes to Town - CRG
Dance a Story About Little Duck - RCA Victor
Drummer Boy - CRG
Jump Back - CRG
Let's Play a Musical Game - Harmony
Little Indian Drum - YPR
My Playful Scarf - CRG
Rhythm Instruments - Rhythms Productions
Strike Up the Bank - CRG

Stories:

Bozo Records - Capitol
Building a City - CRG
Golden Goose - CRG
Let's Be Firemen - CRG
Little Engine That Could - RCA-Victor
Muffin in the City - YPR
Peter and the Wolf - Angel
Tubby the Tuba - Cricket

PHYSICAL FACILITIES FOR SCHOOL FOR YOUNG CHILDREN

Compiled by: Miss Susie Whitener, Institute of Human Development
In Cooporation with: Mrs. Dora Sikes Skipper, F. S. U., May 1966

I. Is the site ________?
- A. Homelike
- B. Attractive
- C. Clean
- D. Quiet
- E. Safe
- F. Accessible to children
- G. One where the neighborhood is fairly stable
- H. Drained satisfactorily
- I. Away from people who will be annoyed by noise.
- J. Adequate and safe for parking while loading and unloading children.
- K. Regular in outline

II. Is the ________?
- A. Home like in appearance
- B. Informal
- C. Friendly in appearance
- D. Adaptable
- E. Built close to the ground
- F. Free from exposed wires
- G. Properly insulated against heat and cold.
- H. Fireproof
- I. Soundproof
- J. Planned for delivery of supplies
- K. Planned for garbage pick-up

III. Some suggested characteristics of inside work space.
- Adaptable
- Flexible
- Attractive color
- Pleasing
- Inviting
- Informal
- Livable
- Home-like
- Located on ground floor-near street level
- 35 sq. ft. of floor space/child under 5 years in playroom
- Easily supervised by adults (no hidden areas)
- Adjacent to toilet facilities
- Adapted for use in audio-visual equipment

A. Floor:
- 1. Sanitary
- 2. Easily kept clean
- 3. Sound deadening
- 4. Suited to hard use
- 5. Warm
- 6. Not too hard

B. Ceiling:
- 1. 10' - 11' high
- 2. Acoustical tile

C. Walls:
- 1. Plenty of pinning space at eye level of children
- 2. Washable to height for children
- 3. Shifting interior wall particions.

D. Storage space: to meet needs
- 1. Easily accessible for children: shelves or cabinets on rollers
- 2. Inaccessible from the child's viewpoint
- 3. Storage for: Laundry, books, records, and charts

E. Ventilation:
- 1. Draft-free cross ventilation by open windows
- 2. Humidity - 50% to 65%
- 3. Windows easily operated and screenable

F. Sink: 1. Located in child's kitchen area (25" high)
2. Double sink for teacher in work area - 1 deep side, 1 shallow side

G. Lighting

H. Windows: 1. Height of child to see out. 2. Fitted with shades or blinds.

I. Doors: 1. Low door knobs 2. No swinging doors 3. Light in weight 4. Double doors leading to playground

J. Heating: 1. Temperature - even throughout the room 68° - 70°
2. Thermostat or therometer located at child's level
3. Guards for heaters or registers

K. Electric outlets: 1. Located every 10' - 12'
2. Above reach of child
3. Fuse box convenient for teacher.

L. Drinking fountain: 1. Easily operated 2. 25" high

IV. Some suggested characteristics of a bathroom.
- A. Adjacent to playroom and playground (No. 1 on list of desirable building features. Kellogg, p. 15)
- B. One lavatory and one commode for ten children
- C. Child-size fixtures for pre-school child:
  - 1. Toilet seats 10" - 11" from floor,
  - 2. Lavatory 24" from floor
- D. Vent to remove odors
- E. Cleaner, toilet paper, towels

V. Some suggested characteristics of lockers for per-school children

10" - 12" wide
10" - 15" deep 36" - 50"....7"
28"
10"

VI. Some suggested features for sleeping facilities:
- A. Removable washable cover
- B. Approved diminsions (cots, mats, or rugs)
  - Child up to 4 years of age - 27" x 48"
  - Child 4 to 5 yrs of age - 27" x 52"
  - Child 5 to 7 yrs of age - 27" x 54"
- C. Portable screens
- D. Furniture in playroom should not have to be moved to put cot down.
- E. Storage space for sleeping facilities.

VII. Some suggested characteristics for dining facilities:
- A. Playroom may double as dining room: 1. Easily cleaned table tops and floors 2. Located near kitchen or where food is served. 3. Adequate ventialtion
- B. Facilities for preparation of food - Consult State Dept of Health for standards.

VIII. Some suggested characteristics for outdoor play space:

- A. Directly adjoining playroom
- B. 200 sq. ft. child under seven
- C. All on one side of the building for easy supervision (no L's)
- D. Covering - varied
  - 1. Grass
  - 2. Paved surfaces for tricycles
  - 3. Durable
  - 4. Easily cleaned
  - 5. Sheds water and dries quickly
  - 6. Will not injure a child when he falls on it
  - 7. Resilient surface
- E. Trees for shade, light and sound control
- F. Planned for a variety of uses; such as climbing, wheel toys, gardening.
- G. Fence--6' high and secure gate.
- H. Storage space for equipment
  - 1 Ramp - no steps
  - 2 High enough for adult to stand
  - 3 Waterproof
  - 4 Located near entrance to playroom
- I. Water available for:
  - 1 Plant care
  - 2 Water play, etc.
  - 3 Double doors leading off playroom
- J. Cage for animals

IX. Some suggested permanent wquipment and furniture:

- A. Characteristics:
  - 1. Moveable
  - 2. Durable-firm, sturdy
  - 3. Comfortable
  - 4. Beautiful
  - 5. Child-size
  - 6. Storable & easily cleaned
  - 7. Repairable when needed
- B. Tables:
  - 1. vary in size and height to meet needs of child
  - 2. 15", 16", 18" - 20" high to fit child
  - 3. Legs located so that children can be seated easily
  - 4. Plastic covers which can be easily cleaned.
- C. Chairs:
  - 1. When a child sits as far back as he can on a chair, his feet should be on the floor and his knees sloping upwards to such a degree that it is impossible for an adult to place his hand in the space between the front edge of the chair and the upper part of the child's legs. Kellogg, p. 23.

Age of child	Height of chair seat	Height of table
2 years	7"	15"
3 years	8"	16"
4 years	9"	18"
5 years	10"	19" - 20"

  - 2. Back of chair should be about 22"
  - 3. Move quietly
  - 4. Stackable
  - 5. Light weight
- D. Easel
  - 1. Portable
  - 2. Washable surface
  - 3. Tray to hold cans of paint.
  - 4. Clothespins or clops to hold paper in place
  - 5. Easily adjustable to height of child
  - 6. Drying rack for hanging art work
  - 7. Aprons, smocks or shifts

- E. Screens: 1. Portable 2. 4' x 6' (suggested size)
- F. Cleaning equipment: 1. Broom, 2. Dustpan, 3. Wastebasket, 4. Mop, 5. Cloths, 6. Sponge
- G. Clock
- H. Stove or hot plate & refrigerator - may be combined, mounted on casters for simpler movability.
- I. First-aid supplies (consult Red Cross First-Aid Textbook)
- J. Fire extinguisher
- K. Telephone

X. Some suggestions for space for adults:
- A. Privacy
- B. Filing space
- C. Comfortable chair
- D. Lavatory, commode, shower
- E. Space for wraps
- F. Table or desk
- G. Something to "stretch out" on

XI. Suggested isolation space for child who may be sick - with private lavatory.

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Forest, Isle, Early Years at School, New York: McGraw Hill, 1949, pp. 92-110.

Kellogg, R., Nursery School Guide, Boston: Houghton-Mifflin, 1949, pp. 1-33.

Wilson, R. E., Flexible Classrooms, Detroit, Mich.: Carter Publishing Co.

Wills, C. O. and Stegeman W. H., Living in the Kindergarten, Chicago: Follett Publishing Co., 1950, pp. 253-271.

EASEL PAINT

1 part powdered tempra
1 part detergent (not soap flakes or detergents with bleach beads)
1 part water

STARCH FINGER PAINT (USED AT KSU)

1 1/2 cups Linit starch
4 cups boiling water
1 1/2 cups soap flakes
2 T glycerine
Poster paint, powdered tempra of cake coloring

Mix Linit starch with enough cold water to make a smooth paste. Add boiling water slowly, stirring constantly. Cook until glossy. Avoid too hot a fire; dry soap flakes are stirrdd in while mixture is still warm. When cool, add glycerine. Add paint to the amount you will be using right away and store remainder of the uncolored mixture in the fefrigerator.

PLAY DOUGH (for 12 children)

4 cups liquid laundry starch
1/2 cups cooking oil
1/2 cups salt
2 cups Ivory soap flakes

Mix above ingredients and heat until soap and salt melts. Remove from heat and add: 1/2 t oil of clove or 1 t ground cloves and food coloring for desired color. Mix together: 8 cups self-rising flour and 2 cups cornstarch. Add dry ingredients to hot liquid a little at a time, If dry, add liquid starch. Store in an airtight container.

SAWDUST CLAY

6 cups sawdust
5 1/2 cups flour
2 T salt

Gradually add small amount of boiling water. Blend thoroughly until mixture resembles stiff dough. Store in cool place in damp cloth, aluminum foil, etc. Keeps about a week.

WHAT DO NURSERY SCHOOLS TEACH?

In spite of the excellent educational record of good nursery schools, there are still people who think that "the children only play and don't really LEARN anything." We list here a few of the informational items and attitudes taught in nursery school.

A. QUANTITIVE CONCEPTS
   1. The teacher carefully guides the children into systematic number thinking; Through counting blocks or each other, through taking turns, etc., they gain understanding of cardinal and ordinal meanings as well as the serial order of numbers.
   2. Children learn to understand more, less, bigger, smaller, taller, shorter, heavier, lighter, etc., through practical situations. They measure one thing against another, e.g. "Two of these blocks make one of those."
   3. They learn before, after, soon, now, morning, afternoon. They learn today, tomorrow, yesterday. The names of months become familiar and they come to think of the year as a succession of four seasons and a recurrence of familiar holidays.

B. LANGUAGE TRAINING:
   1. Children are encouraged to talk with the teacher and with each other, thus learning new words and skill in communication. Vocabulary is also built through carefully planned new experiences associated with the appropriate words, group discussions, language games, and the telling and reading of many stories and poems.
   2. An interest in and desire for reading is cultivated; attractive and suitable books are made available for the children's enjoyment. They are taught the proper care of books.
   3. Foreign speaking children acquire a basic knowledge of English in pleasant, informal situations. They lose their fear of it.

C. SCIENTIFIC INFORMATION AND HABITS:
   1. Children learn about the physical properties of things about them and of their own bodies, and "how things work". They learn what makes a structure stable, how to steer wheeled vehicles, how a lever (see-saw) operates, how to use a pulley, magnet, or magnifying glass.
   2. They learn about the needs, habits and life cycle of various plants and pets and about wind, weather, heat and other natural forces.

D. OTHER LEARNINGS:
   1. Music: Children learn to enjoy listening to music, singing songs, playing simple instruments, creating music through rythmic responses.
   2. Art: They learn to handle various art materials creatively and expressively.
   3. Sensory Training: Through guided observation they learn to notice differences and similarities in color, shape, pitch, etc. Visual acuity and eye-hand coordinations are taught through puzzles and games, through study of pictures, etc. Auditory training comes through music, language, and other activities.
   4. Social attitudes: They learn favorable attitudes toward one another, toward teachers, and toward learning; ability to function in a group, to listen to others, to await one's turn, to cooperate, to assume responsibility, to concentrate on a task, and to follow directions. New York State Dept. of Education

WHAT TO LOOK FOR IN A KINDERGARTEN

Suggestions for mothers who wish to determine whether the kindergarten measures up to a satisfactory standard.

PHYSICAL SETTING:

1. As you enter the room is there a noticeable air of cleaniness and freshness?
2. Does the room appear to be easily and frequently cleaned?
3. Are temperatures and ventilation comfortably adjusted?
4. Does the room resemble a work shop?
5. Are there flowers and plants in the room?
6. Are there materials that invite wholesome activity and creativeness?
7. Are there hooks for clothing, shelves for materials and bathrooms arranged to encourage independence in the children?
8. Is there adequate work and play space?

WHAT IS HAPPENING TO THE CHILDREN?

1. Is there noticable cooperation between teacher and children and between the children themselves.
2. Are the children honestly interested in what they are doing?
3. Do the children appear happy and natural?
4. Do they appear purposeful?
5. Do the children wait always for direction from the teacher or do they show evidence of ability to plan and direct projects independent of the teachers?
6. Can you discover evidence that individual children are being given the particular help that they need?
7. Are opportunities provided for practice in:
    - Good health habits
    - Sharing with others
    - Waiting turns
    - Obeying rules
    - Making rules
    - Emotional control
    - Taking care of their own property
    - Cleaning up after working
    - Accepting responsibility for their own acts
    - Overcoming difficulties
    - Being helpful followers
    - Being good leaders
8. Are the children being stimulated to enlarge their interest by:
    - Enjoying books
    - Seeing new pictures
    - Meeting new friends
    - Interpreting music
    - Going on excursions in the neighborhood
    - Planning and directing simple dramatizations
    - Creating simple songs and stories
    - Hearing beautiful music

WHAT ABOUT THE TEACHER:

1. Is she wholesome and healthy in appearance?
2. Does she have a friendly, unemotional attitude toward children?
3. Is she calm in the face of group excitement difficulties?
4. Does she withhold guidance until it is really needed and wanted?
5. Does she enjoy things with children?
6. Has she had specific training for the teaching of young children?
7. Does she read professional magazines?
8. Does she attend professional meetings shen not required to do so?
9. Is she courteous, thoughtful, quiet, happy?

If after your visit, you can answer "yes" to the majority of these questions, you may feel sure that your child will be greatly benefitted by attending this kindergarten.

PRINCIPLES IN THE EDUCATION OF YOUNG CHILDREN

by

Regina M. Goff

1. Each stage of child growth has its own characteristics.

2. There is a wide variation in growth. Each individual sets his own pace and develops at his own rate.

3. The child grows from a stage of complete dependence to independence.

4. Each new developing ability carried with it a drive to exercise that capacity. There is indigenous motivation. ex

5. What a child gets from any training is dependent on his process of maturation.

6. Emotional patterns are learned out-growths of experience.

7. The kind of social response made by the child is conditioned by his social experiences.

8. The young child is sensitive to his aesthetic environment. He expresses moods created by music, rhythm, language, dramatic play, fine art.

9. Mental development is a process of growth and commences before birth and continues throughout life.

10. Without a background of sensory experiences there could be no mental operations.

11. Material for the child's fantasies are drawn from actual experience.

12. The child's ability in problem solving increases rapidly depending on opportunity to exercise it. An interest in reasoning and development of power to reason go hand in hand.

13. Language is important too in the child's development, aiding him in social adaptation and expression of mental powers.

14. Different stages in the child's development show different centers of dominance. Certain developmental patterns appear to be preeminent at various stages of living.

15. Each child should be given the opportunity to develop in his fullest right as an individual.

PARENT-SCHOOL RELATIONS

1. What interesting plans or activities have been worked out in regard to:

    a. Visits of fathers and mothers to our school?

    b. Teachers visits to children's homes?

    c. Fathers and mothers helping teachers with school activities?

    c. Keeping close contact with fathers and mothers who can seldom come to school?

2. What interesting plans or activities have been worked out in regard to:

    a. Reporting children's progress to parents?

    b. Sharing timely and interesting books, pamphlets, films, etc. with fathers and mothers?

    c. Helping fathers and mothers in studying children's needs and interests?

    d. Helping fathers and mothers understand and enjoy their children?

3. What interesting plans or activities have been worked out in regard to:

    a. Helping fathers and mothers to become more relaxed with their children?

    b. Sharing school problems and interests with parents?

    c. Planning parent meetings and gatherings on a short term basis?

    d. Planning parent meetings and activities for long term needs and study?

4. What interesting plans or activities have been worked out with regard to:

    a. Working out director's and other staff members' responsibilities to parents?

    b. Working out staff and parents' responsibilities for better community services and facilities for children?

SOME POSSIBLE OBJECTIVES OF A NURSERY SCHOOL TEACHER

By Miss Susie Whitener
Child Development Nursery School
Florida State University

I. Helping the child accept himself and others.
A. Giving security..being attended to, giving attention, being liked for what one is rather than what one does.
1. Face saving in a conflict situation; protection against social hazards, aggression, embarrassment, and ridicule.
2. Giving attention, assurance, praise, approval, confidence, encouragement, and permission.
3. Taking note of a child's behavior, but not condoning it.
B. Establishing consideration for others.
1. Sharing with a child by expressing interest or participation in a child's activity or conversation.
2. Courtesy...an expression of respect or appreciation.
3. Suggesting that a child secure permission from another person.
4. Expressing sympathy.
5. Taking turns with others.

II. Helping the child acquire skills and knowledge.
A. An increasing ability by showing, demonstrating, or telling how so that he can achieve.
1. Increase in skill in the use of materials and body
2. Offer choice or alternative
B. Enriching experiences.
1. Offer explanation or reason
2. Call attention to detail or existing condition

III. Giving protection against possible physical injury or shielding against disease or infection.

IV. Presenting acceptable practices.
A. Supplying motivation to the child by encouraging independence and accepting responsibility.
1. Direct motivation..suggesting the child's future behavior
2. Indirect motivation..suggesting a related subject with hope that the child will take care of the situation himself.
B. Setting standards of performance adapted to meet needs of the situation..command, establish sequence, conditioning, urge, shutting off alternative.

V. Helping the child through the use of materials to explore; experiment; create, stimulate imagination, express ideas, needs, and feelings, and enrich experiences.

INSTITUTE OF HUMAN DEVELOPMENT

HEALTH POLICIES

1. A complete physical examination is required prior to a child's entrance in the Human Development Nursery School and Kindergarten and at the beginning of each school year thereafter. The new measles vaccine should be included.
2. The Human Development Nursery School and Kindergarten, in accordance with the Florida State Board of Health, requires all of the following immunizations: smallpox, diptheria, whooping cough, tetanus, and polio. We accept your physician's decision if he feels that a deviation from the above is best for your child.
3. We request that parents keep a child home any day when he:
    a. Is in the first three days of a fresh cold.
    b. Has an elevation of temperature.
    c. Has an unidentified rash.
    d. Has had an upset stomach within the last twenty-four hours.
    e. Has sore or discharging eyes or ears.
    f. Is in the incubation period of a contagious disease.
    g. Shows even the slightest deviation from usual behavior or appetites.
4. Even though your child appears well in the morning, please report any unusual incidents that might affect the child such as lack of sleep, emotional upset, visitors at home, etc.
5. The school nurse will be in direct contact with each child daily, observing and inspecting. The teacher or the nurse will talk to the parent about any illness or questionable sign or symptoms.
6. A complete medical record of the child's health is being kept. We ask you to inform us about all diseases, immunizations, operations, etc. Other information about the child's health is valuable to us such as allergies to food, pollen, dust, etc., and the reactions to allergies which usually or may occur, for example: rash, scales, hives, etc.
7. The school nurse will weigh and measure each child periodically and she will record this information.
8. Only first aid treatment of a minor nature is administered at school. Parents will be informed of such treatment.
9. We have the "State Board of Health Chart of Communicable Diseases" available for parents to read and in cases of epidemic of any nature we consult a local pediatrician for advice.
10. Your child will be more comfortable dressed in clothing suitable for active play. Cowboy boots are fun for dress-up at home but are not safe for school.

PROPOSED BUDGET AT EVERETT JUNIOR COLLEGE, EVERETT WASHINGTON
BUDGET (TENTATIVE)

1. STAFF - Director - Instructor	$10,000.00
Head Teacher (Full Time)	8,000.00
Assistant Teacher (or Teachers) (1/2 - $3.00 per person)	6,000.00
	$24,000.00

2. NURSERY SCHOOL - Remodeling ?	$10,000.00
Initial Expenses	
Outdoors - Preparation and Equipping of playground including fencing, asphalt, play areas and paths, climbing apparatus, wagons, blocks, etc.	$ 3,000.00
Indoors - Tables, chairs, coat areas, shelving, blocks, play materials, dishes, etc.	$ 3,000.00
	$16,000.00

3. OPERATING EXPENSE YEARLY	
Heat	$ 300.00
Lights	180.00
*Supplies - $50.00 monthly	600.00
Telephone, water, garbage, etc.	1,440.00
Custodial - ? Student help $1.50 hourly - $120.00 monthly	
*Food on a self supporting basis	
*Covered by parent fees	$ 2,520.00

RECAPITULATION

20 children at $20.00 monthly - $400.00 mo.- 10 months	$ 4,000.00
$30.00 if lunch included	6,000.00

To cover meals, supplies, janiotrial

$ 2,000.00	meals
600.00	supplies
1,440.00	custodial
300.00	heat
200.00	lights
1,500.00	new equipment - maintance - replacements, etc.
$ 6,000.00	

Which leaves salaries to be provided for after the first year.
$24,000.00

Insurance for buildings to be covered by maintenance allowance.

Children's insurance carried by parents.

EXAMPLES OF CURRICULUM

Day Care Center Administration
Phoenix College, 1202 W. Thomas Road, Phoenix, Arizona
Experience

The cirriculum in Day Care Center Administration is designed to provide training for those presently employed or prospective employees at the administration or superivsory level in day care centers and nursery schools. A sequence of class and laboratory experiences prepares students for such employment and leads to the Associate in Arts degree from Phoenix College. Both a nursery school and day care center are operated under the direction of the Phoenix College Home Economics Department to provide training centers of high quality for students in this program. Opportunity is also given for work experience in facilities providing care for exceptional children. Special in-service training is made available on a non-credit basis when requested.

A two year career program in Early Childhool Education
NAPA Junior College, 2277 Napa-Vallejo Highway, Napa, California
About the program,

Tha Napa College Program in Early Childhool Education prepares students to be Assistant Teachers in Pre-School cneters, or courses taken may use lower division general education courses to transfer to a four year school to prepare for head teacher or supervisor in a nursery school.

Upon completion of the two-year program the student receives an A.A. degree and certification as an assistant nursery school teacher. The state department of Social Welfare licenses agencies which care for pre-school children outside their homes. This department has announced plans for requiring persons hired in such agencies to have two years of training in Early Childhood Education as soon as such training is available in colleges.

Since the program in Early Childhood education leads to the Associate in Arts Degree as well as to a certificate, the usual pattern of general education courses is taken by students enrolled. These contribute to students's personal enrichment, intellectual maturity, civic and social competence.

The program in Early Childhood Education trains assistant teachers for Nursery Schools and for other facilities which care for young children outside their own home. Through this program students gain intellectual maturity through course offerings such as science and mathematics, humanities, English and the social sciences. Economic competence is gained in meeting the requirements of the certificate. As skill is acquired in working with parents of pre-school children, in the Napa Day Play School, and with colleagues, social competence is improved. Civic Competence and high ethical standards develop as an objective viewpoint and a sense of responsibility for others is gained.

Nursery School Training Program
Fullerton Junior College, 321 E. Chapman Ave., Fullerton, California
Consider Nursery School

The two year major in Nursery School includes the recommended certificated study program of the State Department of Social Welfare within an Associate of Arts Degree course of study. On completion of this program, you will be prepared for employment in a nursery or day-care setting, whether private, parent-participation, church, or community organized. You will also find work opportunities in many related areas such as the manufacture, sales, or production of children's toys, books, or clothing, or you may choose to use your training in the important role of homemaker.

The Course of Study for Nursery School

First Year

Practical Communications 51	3	
Child Care and Guidance 73	3	
Elements of Nutrition 10	2	
Applied Psychology 3	3	
Nursery School 70AB	3	3
Electives	2	3
Physical Education	1/2	1/2
Child in Home and Community 71		3
Music for Elementary Teachers 4		3
Personal Health 35		2
American Government Survey 5		2
	16 1/2	16 1/2

Second Year

Marriage and the Family 15	2	
Elementary Games and Rhythms 25	2	
Creative Methods and Materials 72	2	
Nursery School Assistant 75	3	
Personal Typing 2	2	
U.S. History 27	3	
Electives	2	3
Physical Education		1/2
Science Activity 74		2
Nursery School Work Experience 76		3
Child Pshchology 11		3
Modern Meals 55		2
First Aid 5		2
	16	15 1/2

Fullerton Junior College operates a Nursery School for three- and four-year old children. The Nursery School, located in the Child Study Center, is operated by the Division of Home Economics for the purpose of helping parents and college students develop competencies fundamental to effective living.

Opportunities in Nursery School Training
De Anza College, 21250 Stevens Creek Boulevard, Cupertine, California
What is a Nursery School?

The modern nursery school provides an invaluable supervised educational experience for three to five year old children. The child learns to express himself, to cope with his own feelings and emotions, to get along with other people, to satisfy his curiosity. This experience greatly influences the way he feels about himself, about others and about the world around him.

A nursery school is a busy, happy place--spontaneous chatter, children's laughter and the songs they sing as they work and play fill the air. It is a place where a child finds the space, equipment and materials to test his growing powers in addition to the warm acceptance and understanding of his individual abilities.

What is the Nursery School Program?

The two-year Nursery School Training Program at De Anza College is designed to prepare qualified nursery school assistants who, upon completion of the curriculum, are capable of performing the duties of a teaching assistant in a variety of different pre-school programs--public and private nursery school, co-operatives, child care centers, etc. It is also appropriate for both elementary school teaching preparation and practical experience for wives and mothers who desire more training to benefit their own families.

What are the Qualifications?

Sincere interest in children, warmth and compassion. A desire to serve others and to be objective. Willingness to accept those who may be different in attitude and standards. Interest in music and art are helpful. Flexible, good imagination. Patience. Physical and emotional health. Ability to work with adults as well as children.

Merritt College Nursery School Assistant
Merritt College, 5714 Grove Street, Oakland, California
The Program

The Nursery School Assistant Program at Merritt College is designed for students desiring to qualify as teacher assistants for work with groups of young children under private or public auspices.

The two-year program is appropriate preparation also for upper division work for those aspiring to work in head teacher or supervisory roles or as preparatory work for elementary school teaching.

This program also will meet the needs of persons currently employed in the care of young children who wish to increase their professional skills while fulfilling educational recommendations of the California State Department of Social Welfare, the agency responsible for licensing group care facilities.

For the student not interested in professional employment, but concerned with increasing her skill and knowledge as preparation for parenthood, the nursery school curriculum offers the fundamental training in understanding the needs of children which helps the student approach parenthood as a creative and rewarding role.

Merritt College (Cont.)

Employment Opportunities

The current social trend toward the employment of more wives and mothers means that there is increasing need for the care of young children away from their own homes. In addition, the importance of providing an enriching experience to all preschool children is being acknowledged by many social and governmental agencies. Because of these two factors, the demand for people trained and personally suited to work with very young children will be great in the immediate future.

Employment opportunities for the graduate of Merritt's two-year program include such areas as the community child care programs, parent education nursery schools, private nursery school enterprises, and other group care institutions. Some opportunities are also available with church-sponsored preschool programs.

Career Opportunities as a Nursery School Assistant

Sacramento City College, 3835 Freeport Boulevard, Sacramento, Calif.

The Program

The Nursery School Assistant Program at Sacramento City College is designed for students desiring to qualify as teacher assistants for work with groups of young children under public or private auspices.

The program will also meet the needs of persons who are currently employed in early childhood education centers but who wish to increase their professional skills.

The Nursery School Assistant Program also provides the fundamental training in the skills and knowledge important to creative and rewarding parenthood.

Admission Procedures at Sacramento City College

File an application for admission.

Have an official transcript of high school records and any college records sent directly from the school attended to the Registrar, Sacramento City College.

Take the placement tests unless twelve units of college work have been completed.

Submit evidence of polio immunization, a completed health form, and a completed residence form.

Information about deadlines for filing of all papers must be obtained by calling the office of the Registrar prior to registration for any given semester.

All items above must be completed prior to the indicated deadline before admission will be considered.

Additional information may be found in the Sacramento City College catalog which is available in your high school library. The catalog may be purchased at the College Store for 85 cents or by mail for $1.00.

Address inquiries about the Nursery School Assistant Program to: Department of Home Economics, Sacramento City College, 3835 Freeport Boulevard, Sacramento, California 95822.

Child Development Curriculum in Pre-School Education

Woodrow Wilson Branch, Chicago City Junior College, 7047 South Stewart
Avenue, Chicago, Illinois 60621

In response to the rapidly growing need for qualified workers in nursery schools, day care centers, and pre-kindergarten programs for the culturally deprived child, the Chicago City Junior College has established a new curriculum to train workers for positions in these programs.

Employment opportunities:

With the increasing emphasis by educators and civic leakers on the importance of pre-school training, especially in culturally deprived areas, the possibilities for employment in the pre-school field are especially high.

In addition to the more than 400 privately operated nursery schools and day care centers in the Chicago area, the federal government under the Economic Opportunity Act has provided funds for the establishment of a city-wide program of pre-school centers involving four and five year old children in year-round and summer pre-kindergarten classes. Project Head Start, for example, in the summer of 1965 served 25,000 children in Chicago.

In these programs as well as in the privately sponsored ones, there is a need for trained personnel at both professional and semi-professional levels.

Nature of the work:

Jobs in this field involve work with groups of three, four and five-year old children in programs specially designed to provide opportunity for healthy social, physical, emotional and intellectual growth. To accomplish this growth, the teacher guides and supervises the children in a wide variety of creative activities--dramatic play, art, music, storytelling, and trips.

Nature of the Program:

The Child Development Pre-school Education curriculum is designed to provide the academic background and practical experience necessary to become a successful assistant to a nursery school teacher or day care director and to provide the foundation for further growth as a teacher of pre-school children.

The program is especially suited to those who are interested in working with young children and who have the personal qualities needed to perform successfully in this field.

CHILD DEVELOPMENT CURRICULUM PRE-SCHOOL EDUCATION

General Education Core

	Credit Hours
English	3
Biology	3
Physical Science	3
Humanities	6
Social Science	6
Speech	3
Sociology	6
Physical Education	3

Child Development Core	Credit Hours
Child Development	3
Child Care, Nutrition and Health	3
General Psychology	3
Child Psychology	3
Pre-school Education Courses	
Principles of Pre-school Education	3
Language Arts for the Pre-school Child	3
Music for the Pre-school Child	2
Art for the Pre-school Child	2
Play and Rhythmic Activity	1
Practice Teaching in the Nursery School	6
Elective Courses in Child Development	
Education of the Culturally Deprived Child	3
Intorduction to Residential Care of Children	3
Psychology of the Exceptional Child	3
Educational Psychology	3
Marriage and the Family	3
Parent Education for Pre-school Teachers	2
Supervision and Administration in Pre-school Education	2
Study of the Individual Child	2

From Chicago City Junior College

MODESTO JUNIOR COLLEGE
HOME ECONOMICS DEPARTMENT
1967-1968
NURSERY SCHOOL ASSISTANT TEACHING

This program is planned specifically for the student who wishes to seek employment in a private or public nursery school or children's center. Students completing the program, which includes an AA Degree, qualify for the State Children's Center Permit issued by the State Superintendent of Public Instruction. The flexibility of the program also makes possible transfer to a four-year institution to continue work in the field of child development.

A suggested two-year curriculum is outlined below.

First Semester

Course	Units
H. E. 45 - Child Development	3
Orientation 10	1
English Compsoition 1A or 50A	3
English 57 - Children's Lit.	2
Speech 20 - Ideas, Issues and The Arts	1/2
Speech 3	3
Art 20 (for young children)	2
Physical Education	1/2
	15

Second Semester

Course	Units
H. E. 31 - Marriage and Family	2
H. E. 46A - Guidance of Young Children	2-6
Music 1 - Music Fundamentals	2
Music 35A - Elem. Piano	1
Spanish 50 - Intro. to Spanish	3
Sociology	3
Physical Education	1/2
	15 1/2-171/2

Third Semester

Course	Units
H. E. 19 or 51 - Nutrition	2
H. E. 46B - Equipment and Materials for Young Children	2-6
H. E. 46C - Child, Family, Community, Inter-relation-	2
ships	3
American Government 21 or 53	3
Physical Education	1/2
	15 1/2-16 1/2

Fourth Semester

Course	Units
H. E. 59C - Work Experience	2
Health Education 8 or 50	2
U. S. History 21 or 54	3
Science*	3
Psychology	3
Elective*	3
Physical Education	1/2
	16 1/2

* Science courses and electives are chosen according to the interest and special talents of the student. It is strongly recommended that the science courses include both biological and physical science. Electives might include: Anthropology, Art Appreciation, Music Appreciation, Introduction to Education, Clothing Selection and Personal Development, Food Preparation, Social Customs, and others with consent of the advisor.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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TITLE

Development Of Post-High School Wage-Earning Programs In Home Economics Education Utilizing The Resource Guide Care And Guidance Of Children

Final Report

PERSONAL AUTHOR(S)

Dales, Ruth J. and Buis, Anne G.

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IDENTIFIERS

ABSTRACT

A three-weeks Institute was held at The Florida State University to study and interpret a recently developed guide for post-high school curriculum in the area of child development. A selected group of forty participants attended from July 5-28, 1967. These home economists came from 34 states and were representative of both four and two-year college programs, area vocational-technical schools, high schools, or were administrators at the state level. The focus was on curriculum which had been outlined in the guide, "Child Care and Guidance" to develop students who would be employable as assistant teachers in child care centers. Through discussion, lectures, multi-sensory aids, and field trips, many specific areas were covered.

In order to determine the effectiveness of the Institute, each participant was asked to return an evaluation six months later. It was noted that each had been most active as a result of the Institute. Activities ranged from writing two-year curriculum for specific schools, planning facilities and child laboratories in junior colleges, forming community advisory committees, speaking at local civic groups or at state conferences, developing visual materials and serving as consultants. The report emphasizes how to plan and carry through an Institute.